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ABSTRACT

One in a series designed to assist Arizona elementary and junior high school teachers in developing children's traffic safety skills, this curriculum guide contains eight lessons on pedestrian safety for use in grade 2. Introductory information provided for the teacher includes basic highway safety concepts, stressing communication methods for highway users, visibility and judgmental problems, predictability of behavior, and passenger safety; instructions for using this program, explaining evaluation methods; and Arizona laws governing pedestrians. The lessons cover the following subjects: the safest route to and from school; traffic lights; safety symbols and signs; crossing streets at uncontrolled intersections; emergency vehicles and their effect on pedestrian behavior; identifying hazards; and special precautions pedestrians should use according to the time of day and the weather. For each lesson a complete plan is provided, incorporating objectives, key points, a list of needed materials, suggested basic and enrichment activities, student assessment procedures, and additional resource materials. The types of activities include field trips, learning poems, drawing and coloring, class discussions, and simulations of pedestrian situations. (ELG)

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ED159489

ARIZONA
TRAFFIC SAFETY EDUCATION

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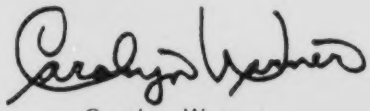
CE 018 199

PEDESTRIAN SAFETY

FOREWORD

Educators, legislators, and citizens from every walk of life in each of the fifty states are studying ways to accommodate boys and girls in our ever-increasing mobile society. With the greater rate of mobility among people comes the need for safety education to assist each child in maintaining a safe and comfortable life. Safety education has long been an integral part of instructional programs in our schools, but we are now attempting to focus on safe highway education through a sequential system of concept development. Basic understandings and safety-oriented attitudes of young people toward responsibility as pedestrians, bicycle riders, and passengers will serve them well through their growing years and into the time when they are driving their own cars.

The Driver and Safety Education Division, Department of Education, in cooperation with the Mesa Public School System, has prepared this Resource Guide for elementary teachers to assist them in helping children develop awareness of their responsibilities as highway users. It is our hope that the Resource Guide aid in cutting across the fabric of the total elementary school program.



Carolyn Warner
Superintendent

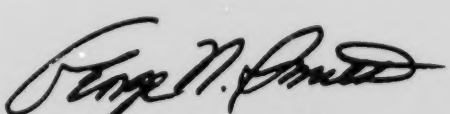
INTRODUCTION

At a time when traffic accidents are a major hazard in the lives of our young people, it is gratifying for the Mesa Public Schools to be involved in the development of this elementary traffic safety education guide. It is our purpose that, with this guide, teachers will be able to provide elementary students with the knowledge, skills and attitudes necessary to avoid the suffering and loss caused by traffic mishaps.

To adequately prepare young citizens to become safe and responsible highway users, a comprehensive K-12 traffic safety program is required. To this end, these lessons, developed from materials gathered from across the entire country, are provided. Key concepts and activities have been researched, formulated and developed, and lesson formats have been designed for ease of teacher use. Materials are not simply provided; a lesson plan concept is used complete with objectives, key points, material lists, suggested (and flexible) activities, student assessment procedures and additional materials not readily available in the classroom.

All lessons have been field-tested throughout the Mesa School District and in other districts. Lessons were evaluated for importance, usability in the classroom, appropriateness of activities and materials, time to teach, grade level, student achievement and interest, and other key variables. Where revisions were needed they were made.

It is our sincere desire that these lessons, in the hands of concerned teachers, will assist our youth in becoming responsible, skillful and safe highway users.



Dr. George N. Smith
Superintendent
Mesa Public Schools

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INTRODUCTION

The basic concept of *highway safety education* for elementary students is the need for an understanding of the total traffic picture.

To be a competent highway user, the elementary student as a pedestrian, bicycle rider, passenger or driver, must possess the basic knowledge of the rules and regulations of the traffic mix. After learning the rules and regulations, the student can begin to form the proper attitudes toward his responsibility for the welfare of himself and others as highway users. Through the understanding of one's limitations and the capabilities of other highway users, the elementary student will come to realize his part in providing a safer traffic environment.

Some Supporting Concepts

There are some basic highway safety concepts that should be kept in mind as these lessons are being taught:

1. The "highway user" concept should be advanced to help students identify with some of the activities that take place on the streets and highways and to introduce them to the complexities of the highway transportation system.

2. Highway users must learn to communicate with others. Some forms of communication are as follows:

   a. Eye-to-eye contact. *Example*: The student should learn to look at the car driver, not just the car.

   b. Learn the signs and signals that will provide information as to what the other person is going to do.

   c. Make sure you are communicating clearly and that you are seen before you change directions or move into traffic. *Make sure your action does not place an imposition on another highway user.*

3. Expect and accept other people's errors in judgment and be willing to help them instead of demanding retribution for your inconvenience.

4. The smaller the object, the more difficult it is to see, especially with poor visibility or poor eyesight.

   a. A large adult is easier to see than a small child.

   b. A small highway user is more difficult to see and is oftentimes hidden or camouflaged by objects in the street or highway.

5. The highway user may be experiencing problems, such as:

   Poor eyesight

   Under the influence of alcohol or drugs

   Low angle of the sun, a.m. or p.m.

   Worried or preoccupied with personal or business problems.

6. Children should be made aware of the fact that when they take on the role of a highway user, especially a pedestrian or bicyclist, they are expected to act like adults, make the same choices and demonstrate the same judgment skills (this is usually the first time in their young lives this responsibility occurs).

   There is only one set of rules or laws in our traffic system and it applies to adults as well as children. An error in judgment or willingness to increase the risk result in the same hazard for the child and the adult.

7. The 'Yield Right of Way' concept should be accepted on the basis of who should yield the Right of Way and NOT who has the Right of Way.

   Under no circumstance should we assume the Right of Way until the other highway user yields it.

   The law directs who should yield the Right of Way, NOT who has the Right of Way.

8. The competent highway user will predict what other highway users will do based upon the laws and regulations that they have learned. Therefore, if a child or inexperienced highway user fails to follow the rules or regulations, the factor of unpredictability will add confusion, congestion, and undue hazards to his environment and increase his chances of being involved in a highway crash.

9. It would appear that passengers have very little influence on traffic safety, but upon closer analysis it is found that *passengers can have a very significant positive or negative influence on highway safety.*

   There are two areas of highway safety that can be influenced by passenger safety, that of accident prevention and accident survivability.

   Accident prevention

   The conduct and attitude of a passenger can affect how well the driver of a vehicle can perform. Excessive noise, flying objects, etc., can definitely have a negative and distracting influence on the performance of a driver. Also, the passenger, through verbal encouragement, can have positive or negative influence on the driver's performance.

   Accident survivability

   A knowledge of and positive attitude toward the use of restraining devices, safety devices, and proper riding position, if incorporated into the role of a passenger, can

USING THIS PROGRAM

This program is designed to equip students with the traffic safety skills they need. Each lesson teaches a skill (OBJECTIVE). The KEY POINTS outline the content necessary to teach that objective. ACTIVITIES are designed to help you teach the key points and reinforce the lesson objective. Students should be assessed after each lesson, or as often as possible, to be certain they have acquired the necessary skills and mastered the objective.

Some assessments require meeting individually with each student, preferably in an area where he will not be distracted. Enrichment activities can be used for other students during this type of assessment (color, cut and paste, etc.) If assessment time becomes a problem, refer to random sampling procedures included in these assessments.

When assessment involves student demonstration and/or description, accept the student's first response, and go on. Do not prompt or give remedial help during assessment. Remedial help and reassessment can be provided later.

After teaching the lesson and assessing each student (or sample of students), record whether or not the student has achieved the objective. A suggested Assessment Checklist is shown below. If a student has mastered the lesson objective, check the box corresponding to that objective and the student's name. Put a circle in the box if the student has not mastered the objective. Reassess after remedial help has been given, and check if the objective is mastered.

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Linda C.	✓	◯											
Bobby R.	⊘												

In the example shown above, Linda C. mastered Objective One, and has been assessed on Objective Two, but has not mastered it. Bobby R. has mastered Objective One (after not mastering it on his first attempt). Bobby has not yet been assessed on Objective Two.

ASSESSMENT CHECKLIST

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13

LAWS GOVERNING PEDESTRIANS

STATE OF ARIZONA

ARIZONA REVISED STATUTES

28-791. Pedestrians subject to traffic regulations

A. Pedestrians shall be subject to traffic-control signals at intersection as provided in 28-645 unless required by local ordinance to comply strictly with such signals, but at all other places pedestrians shall be accorded the privilege and shall be subject to the restrictions stated in this article.

B. Local authorities are empowered by ordinance to require that pedestrians shall strictly comply with the directions of any official traffic-control signal and may by ordinance prohibit pedestrians from crossing any roadway in a business district or any designated highways except in a crosswalk.

28-792. Pedestrians' right of way in crosswalks

A. When traffic-control signals are not in place or not in operation the driver of a vehicle shall yield the right of way, slowing down or stopping if need be to so yield, to a pedestrian crossing the roadway within a crosswalk when the pedestrian is upon the half of the roadway upon which the vehicle is traveling, or when the pedestrian is approaching so closely from the opposite half of the roadway as to be in danger, but no pedestrian shall suddenly leave a curb or other place of safety and walk or run into the path of a vehicle which is so close that it is impossible for the driver to yield. This provision shall not apply under the conditions stated in subsection B of 28-793.

B. When any vehicle is stopped at a marked crosswalk or at any unmarked crosswalk at an intersection to permit a pedestrian to cross the roadway, the driver of any other vehicle approaching from the rear shall not overtake and pass the stopped vehicle.

28-793. Crossing at other than crosswalks

A. Every pedestrian crossing a roadway at any point other than within a marked crosswalk or within an unmarked crosswalk at an intersection shall yield the right of way to all vehicles upon the roadway.

B. Any pedestrian crossing a roadway at a point where a pedestrian tunnel or overhead pedestrian crossing has been provided shall yield the right of way to all vehicles upon the roadway.

C. Between adjacent intersections at which traffic-control signals are in operation pedestrians shall not cross at any place except in a marked crosswalk.

28-794. Drivers to exercise due care

Notwithstanding the provisions of this chapter every driver of a vehicle shall exercise due care to avoid colliding with any pedestrian upon any roadway and shall give

warning by sounding the horn when necessary and shall exercise proper precaution upon observing any child or any confused or incapacitated person upon a roadway.

28-795. Pedestrians to use right half of crosswalk

Pedestrians shall move expeditiously, when practicable, upon the right half of crosswalks.

28-796. Pedestrians on roadways

A. Where sidewalks are provided it shall be unlawful for any pedestrian to walk along and upon an adjacent roadway.

B. Where sidewalks are not provided any pedestrian walking along and upon a highway shall when practicable walk only on the left side of the roadway or its shoulder facing traffic which may approach from the opposite direction.

C. No person shall stand in a roadway for the purpose of soliciting a ride from the driver of any vehicle.

28-797. School crossings

A. The director, with respect to state highways, and the officer, board or commission of appropriate jurisdiction, with respect to county highways or city or town streets, by and with the advice of the school board or superintendent of schools, are empowered to mark or cause to be marked by the department or local authorities crosswalks in front of each school building or school grounds abutting thereon where children shall be required to cross the highway or street.

B. Additional crossings across highways not abutting on school grounds may be approved by the department, or local authorities, upon application of school authorities, with written satisfactory assurance given the department or local authorities that guards will be maintained by the school district at the crossing to enforce the proper use of the crossing by the school children.

C. The sign manual shall provide for yellow marking of the school crossing, yellow marking of the center line of the roadway and the erection of portable signs indicating that vehicles must stop when persons are in the crossing. The manual shall also provide the type and wording of portable signs indicating that school is in session, and permanent signs providing warning of approach to school crossings.

D. When such crossings are established school authorities shall place within the highway the portable signs indicating that school is in session, placed not to exceed three hundred feet each side of the school crossings, and "Stop When Children In Crosswalk" signs at school crossings. School authorities shall maintain these signs when school is in session and shall cause them to be removed immediately thereafter.

E. No vehicle shall proceed at a speed to exceed fifteen miles per hour when approaching the crosswalk and while between the portable signs placed on the highway indicating "School In Session" and "Stop When Children In Crosswalk."

F. When the clause "School in Session" is used in this section, either referring to the period of time or to signs, it means during school hours or while children are going to or leaving school during opening or closing hours.

G. When the school authorities place and maintain the required portable "School In Session" signs and "Stop When Children In Crosswalk" signs, all vehicles shall come to a complete stop at the school crossing when the crosswalk is occupied by any person.

H. Notwithstanding any other provision of law to the contrary, a school crossing may be established on an unpaved highway or street adjacent to a school when the agency of appropriate jurisdiction determines the need for such school crossing on the basis of a traffic study. School crossings on unpaved highways and streets shall be marked by the use of signs as prescribed in the manual on uniform traffic control devices.

PEDESTRIAN SAFETY – SECOND GRADE

LESSON ONE

"USE THE SAFEST ROUTE TO AND FROM SCHOOL"

OBJECTIVE ONE

The student and parent will, together, select and practice using the safest route to and from school.

KEY POINTS

1. Students need to walk the safest, most direct route from home to school and back.
2. In choosing the safest, most direct route, the following must be considered:
   a. Avoid crossing busy streets and unguarded intersections.
   b. Cross streets only at corners.
   c. Cross at supervised crossing areas, and obey crossing guards, policemen, safety patrols.
   d. Cross where there are traffic controls, such as marked crosswalks, traffic lights, signs.
   e. Use sidewalks. Stay off roadways.
   f. Where there is a sidewalk, the law requires you to walk on the sidewalk, not in the street.
3. Actual practice walking the safest route with parents is the best safety precaution.

MATERIALS NEEDED

A transparency, or enough copies for each student, of "A Typical Neighborhood." (Activity 2)

The picture and story, "The Safest Route to School," accompanying this lesson. (Activity 3)

Enough copies of "Going To and From School," for each student's parents. (Assessment)

Additional Resource Material

"Safest Route to School," Teacher's Guide No. 3213, student pamphlet No. 3201, and "The Safest Way," a 15-minute film telling how students discovered their safest route to school, are available from:

Special Service Department
ARIZONA AUTOMOBILE ASSOCIATION
748 East McDowell Road
Phoenix, Arizona 85006
Tel: 602-252-7751

"Safety To and From Schools," sound filmstrip LC No. 73-734474, provides discussion of safety hazards and helps. Good for use with other Pedestrian Safety Lessons also. One of six safety filmstrips, from the *Primary Grade Safety Series* (Code No. 10288) using inductive reasoning and discussion. For information, write:

McGraw-Hill Book Co.
Book Distribution Center
Hightstown, New Jersey 08520

It may be advantageous for the school to purchase the *Primary Grade Safety Series* or parts of it, for use with safety lessons.

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Take students for a field trip around the school area the first few days of school. On the field trip:

   a. Identify for students the names of streets, buildings, and other landmarks they can use as reference points when walking to and from school.

   b. Point out the location of traffic helpers (traffic lights, WALK-DON'T WALK lights, crossing guards, crosswalks, etc.)

   c. Have students practice crossing the street correctly. (If this is too dangerous, use the simulated intersection for practice.)

2. Use the master accompanying this lesson showing "A Typical Neighborhood," to prepare a transparency, or handouts. Have the students trace or explain how they would get to school if they lived in this area. (If a transparency is used, have the students use the yardstick or pointer to show how they would go to school.)

Questions:

Why would it be safe or unsafe to use that particular route to school?

What dangers or traffic helpers do you see?

What other helpers or dangers do you find on your way to and from school?

Possible Helpers	Special Dangers
a. painted crosswalks	a. streets with heavy traffic
b. crossing guards or safety patrol	b. unguarded crossing
c. signs: school, Stop, warning	c. no sidewalks
d. traffic signals and walk/don't walk lights	d. railroad tracks
	e. construction and road repair

Explain to the students that taking a short cut to school is not a safe practice to get into. What may seem like a short cut could very well turn out to be the long way. Cross only at corners and avoid busy streets, if possible.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

3. Show the picture and read the story, "The Safest Route to School." Ask the Decision Time questions.

4. Teach students the following poem:

The Safest Way to School

When I come to school each day
I try to take the safest way.
I'm careful at corners and watch the light.
It's safest always to do what's right.

The patrolmen help look after me,
And crossing guards watch helpfully.
But when I'm alone, I know it's wise
To be alert with my ears and eyes.

Using safety rules I know
Helps take me safely where I go.

5. Teach children the song "This is the Way We Walk to School."

This is the Way We Walk to School
(Tune: Here We Go 'Round the Mulberry Bush)

This is the way we walk to school, walk to school, walk to school,
This is the way we walk to school, early in the morning.
(Walking motions)

This is the way we stop and look, look for cars, stop and look,
This is the way we stop and look, early in the morning.
(Look both ways)

This is the way we cross the street, in the crosswalk, in the crosswalk,
This is the way we cross the street, early in the morning.
(Walking motions)

We obey the crossing guard, crossing guard, crossing guard,
We obey the crossing guard, when she says "wait" in the morning.
(Teacher signals "stop")

This is the way we walk each day, to our school, and back again,
This is the way we walk each day, we know the safest way.
(Walking motions)

SUMMARY

Remind the student that his route to and from school should be as safe as possible. He should go directly to school and directly home, not taking short cuts or playing on the way.

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of "Going To and From School" to take home to his parents. The student and parent will select and practice using the safest route to and from school as evidenced by the return of the lower portion of the letter. Complete the assessment checklist.

PEDESTRIAN SAFETY – SECOND GRADE

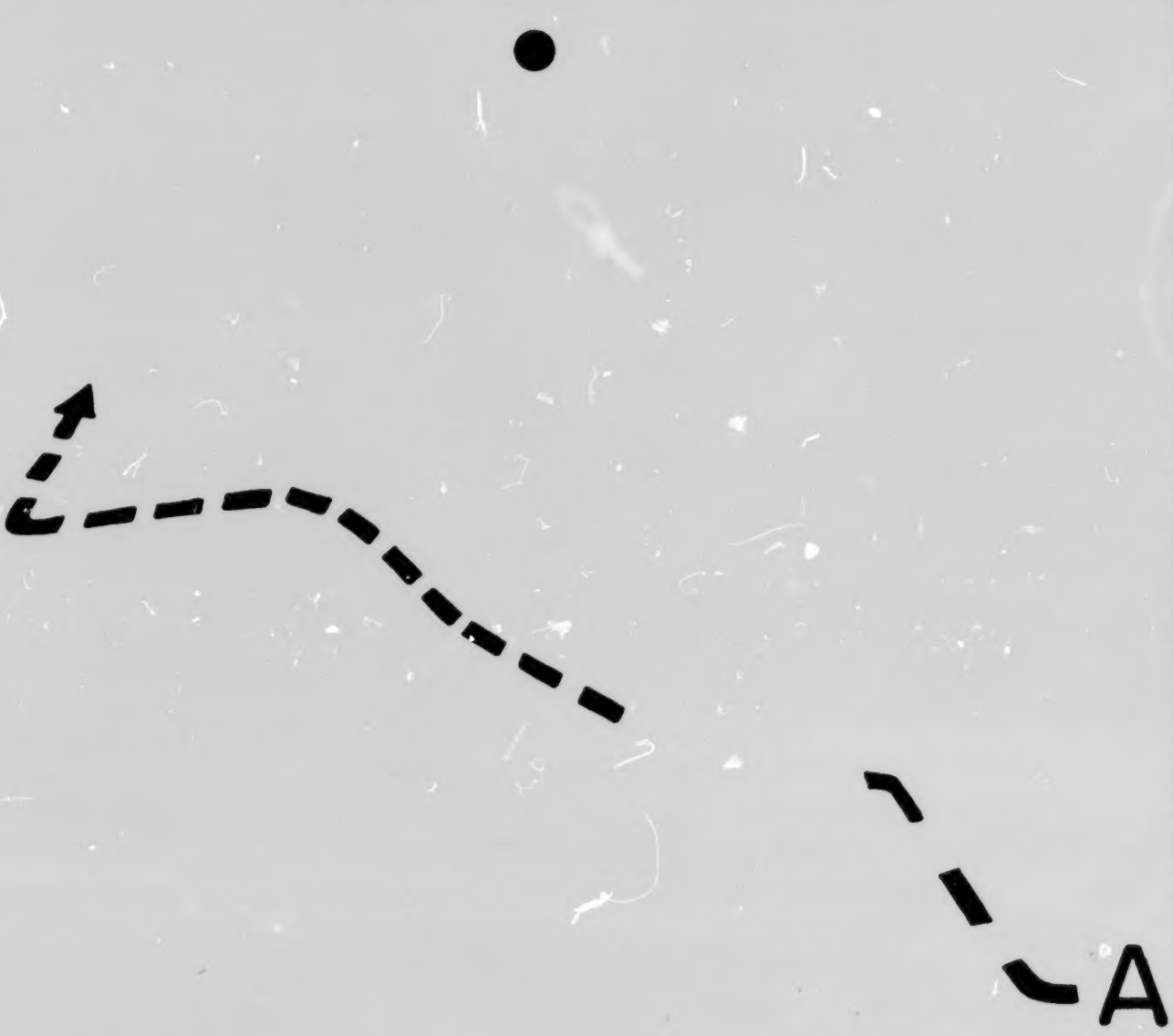
LESSON ONE

"THE SAFEST ROUTE TO AND FROM HOME AND SCHOOL"

INFORMATION SHEET

In this lesson, the teacher should make a constant effort to be aware of changes in the traffic situation around the school attendance area. If changes do occur, such as installation of a signal light, or increased traffic due to new residences, etc., the teacher should make a presentation to the students detailing these new changes and how the students should adjust to them to decrease the hazards.

A TYPICAL NEIGHBORHOOD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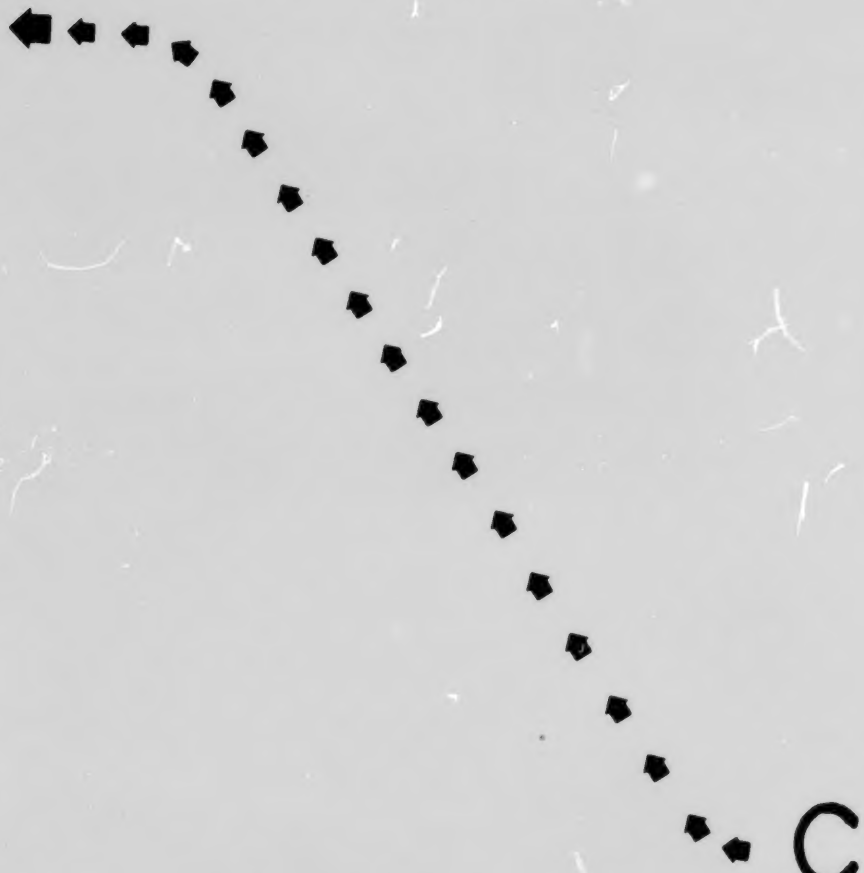
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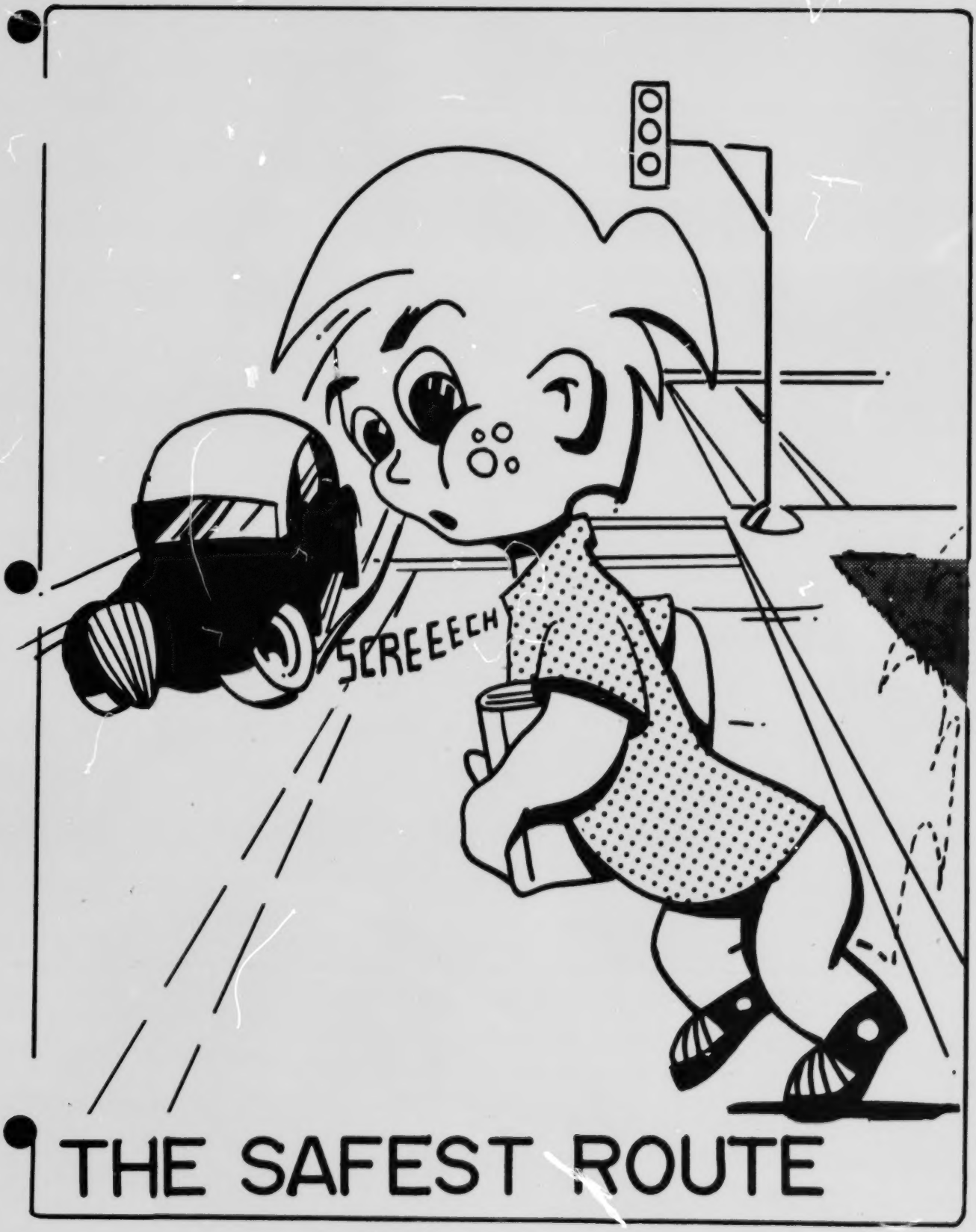


THE SAFEST ROUTE

THE SAFEST ROUTE TO SCHOOL

Joey was watching a cartoon on TV when all of a sudden he realized he might be late to school. The bell would ring in 5 minutes. It usually took 10 minutes to get to school. He grabbed his coat and books and dashed out the door.

He had learned the safety rule "Always use the same safe route to and from school." His mother had walked to school with him and told him to be sure to cross only at the corner with the traffic light since he had busy Main Street to cross. But now he was in a hurry. He was determined to make it to school on time.

Joey ran to the corner, looked both ways and being glad there was no traffic, ran across the street. "I could make it faster if I cut across some backyards and didn't worry about crossing at the corner by the traffic light," he thought. "I might make it to school on time if I don't go the way I usually do." He started to cut across Mrs. Luther's yard, then stopped. He knew Main Street was a very busy street and hard to cross. Should he take a short cut?

IT'S DECISION TIME

1. Should Joey take a short cut? Why? Why not?

2. What would you do if you were Joey?

3. Would you have done anything differently? What? Why?

4. It is important to use the same safe route to school, and to get to school on time. Which rule was more important when Joey realized he only had 5 minutes to get to school? Why? Discuss.

5. How could Joey have planned his morning differently so that he wouldn't have to break any rules?
that he wouldn't have to break any rules?

GOING TO AND FROM SCHOOL

Please help your child select and use the SAFEST route to and from school (or the bus stop). This will help him/her develop safe pedestrian habits and become aware of potential dangers. The safest route may not always be the shortest route.

The greatest number of traffic accidents involving children 14 and under occur from 2 pm. to approximately 6 pm. The next most dangerous time is noon, and another during the morning hours when children are on their way to school.

Children must be taught to take responsibility for their own safety.

Please select, with your child, the safest route to and from school. It is suggested that you walk this route with you child at least three times at the beginning of the school year. Here are some everyday concepts you can discuss with your child to help him/her understand safe practices for walking to and from school (or the bus stop).

"THE SAFEST ROUTE TO SCHOOL"

1. Choose the route with the least number of busy streets to cross.
2. Go directly to and from school -- don't "horse around."
3. Cross only at corners and obey crossing guards. (Remember, you are on your own at unguarded corners.)
4. Look all ways before crossing streets.
5. Obey traffic signals.
6. Walk, don't run across streets. Allow yourself plenty of time.
7. Watch for turning cars.
8. Never step into the street from between parked cars.
9. Face traffic when walking on roads without sidewalks. Walk off the roadway.
10. Be extra careful on rainy days.

Please tear off and return to school with your child.

DATE_____

I have, with my child, selected the safest route to and from school and walked it with my child 3 times.

_____

Signature

PEDESTRIAN SAFETY – SECOND GRADE

LESSON TWO

"TRAFFIC LIGHTS AND WHAT THEY MEAN"

OBJECTIVE TWO

Given examples of three colors of the Traffic Signal, the student will match the light location with the correct color and meaning.

KEY POINTS

1. Every color on the traffic light has a special message and a special place.

   Top – *RED* light means STOP.

   Middle – *YELLOW* light means SLOW, STOP, CAUTION, WAIT.

   Bottom – *GREEN* light is primarily for vehicles. This means LOOK in all directions to be sure traffic stops before you cross the street. KEEP WATCHING as you cross.

2. Traffic lights do not stop the traffic by themselves. The drivers must see the lights and then stop the cars. The vehicle will go through a stop light if the driver does not see it and stop the vehicle.

NOTE: It is essential that students realize that the GREEN or WALK signal means that they should walk ONLY if traffic has stopped and it is safe to do so. Drivers don't always stop. Turning vehicles sometimes continue through the intersection after the light changes to green.

MATERIALS NEEDED

One color wheel, or several different colors including those of the traffic signal. (Activity 1)

Three copies of the traffic signal. Color one copy red, one yellow, and one green in the proper circle. (Activities 1 and 3)

Enough copies of each of the traffic signal situation pictures for each student. (Activity 2)

Masking tape (or chalk) for setting up a simulated street intersection in your classroom. Directions attached to lesson. Three copies of the Traffic Signal. (Activity 3)

Shoebox or half-gallon milk carton; red, green, yellow cellophane or tissue; flashlight. (Optional – Activity 3)

A flannelboard. Prepare colored circles and vehicle cutouts as suggested. (Activity 6)

Egg cartons, paint or paper, scissors. (Activity 8)

Enough copies of the assessment exercise for each student.

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Show students a color wheel (or several colors) and ask them to identify the three colors of the traffic signal and where each color would be placed on the traffic signal. Discuss the meaning of each color (in KEY POINTS) and its importance to pedestrians. Use the three copies of the traffic signal you have colored as flash cards, having the children associate color and meaning. Or use an uncolored copy and point to circle as students call out first color, then meaning.

   Discuss why drivers and pedestrians obey the traffic light and what may happen when a driver or pedestrian disobeys the light.

2. Give each student one copy of the people waiting for the light (4 views) and one copy of Ann and Billy waiting for the light (3 views). Read the questions and directions on the back of your master picture to the class, having them color each light red, green or yellow as indicated. They may then color the rest of the pictures.

3. Set up a simulated intersection in the classroom. (Directions attached.) Use the three traffic signals you have colored. Students take turns operating the traffic light by holding the three "traffic signals" you have colored and putting one in front of the other, as with flash cards–Green, then Yellow, then Red, etc. Other students act as pedestrians and other forms of traffic (cars, trucks, etc.). Students practice obeying the signals. You may prefer to make a three-dimensional traffic light for the intersection. Use a shoe box or half-gallon milk carton. Cut three holes in both the front and back of the milk carton. Cover the front holes with red, yellow, and green cellophane or tissue. A flashlight can illuminate each "light" from the back of the carton or box. A paper towel roll inserted in the bottom is the stand. Cover with black paper or color the carton and stand black.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Take students to the nearest intersection with a traffic signal. Have them observe the pattern with which the lights change color (from RED – to GREEN – to YELLOW – to RED). Ask students to observe the drivers' eyes. Are the drivers looking at the students? – At the other cars? Why?

Have students observe traffic as it approaches the light. Some cars will slow down as they approach a YELLOW light; others will speed up. Discuss this as a reason for children to stop and check for oncoming traffic in all directions before crossing the street on GREEN.

5. Teach the students this SAFETY RULE with actions.

   I stop *(child halts – teacher puts hand up)*

   I look *(hand above eyes)*

   I listen *(hand to ear)*

   I stop and wait while the red light shows *(walk and stop)*

   I look *(look back, to left and right)* and

   Walk while the green light glows *(take a few steps)*

   It's red on top *(make a circle, hands lifted high)*

   Now we stop *(mark time, feet in place)*

   It's green below *(lift cupped hands to eye level)*

   Look and go *(look around and march forward)*

6. Prepare a flannelboard and the following:

   Three CIRCLES (red, yellow and green, approximately 4 inches in diameter), BLUE BUS, TRAILER TRUCK, CEMENT MIXER, PICK-UP TRUCK, MOTORCYCLE, SMALL CAR, POLICE CAR. Trace the picture symbols onto colored construction paper. Dittos may be made and colored by the children, if desired.

   Teach the children the safety poem and read the story, "Red Says Stop!", varying it as you wish.

7. Have the children make up a story about a day at a corner with a stoplight. Each child contributes a segment about the light changing, who are the pedestrians and drivers watching and obeying (or disobeying), what happens when they obey the signal, etc. Record the story on tape for playback, if possible.

8. Have students make traffic signals with egg cartons and paint, or colored construction paper. From an egg carton cut four traffic signals of three sections each. Have students color these, adding a stick or straw and a base to have their own traffic light. Or have students cut out the three sections and put colored tissue paper (red, yellow, green) for the lights.

SUMMARY

Review the three colors of the traffic light, their placement, and their message.

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment item. Instruct them to match the color and meaning to each "light." (Students may color these the correct colors.) Collect the exercises and complete the assessment checklist, so that you can identify and give remedial help to students who need further instruction.

PEDESTRIAN SAFETY – SECOND GRADE

LESSON TWO

"TRAFFIC LIGHTS AND WHAT THEY MEAN"

INFORMATION SHEET

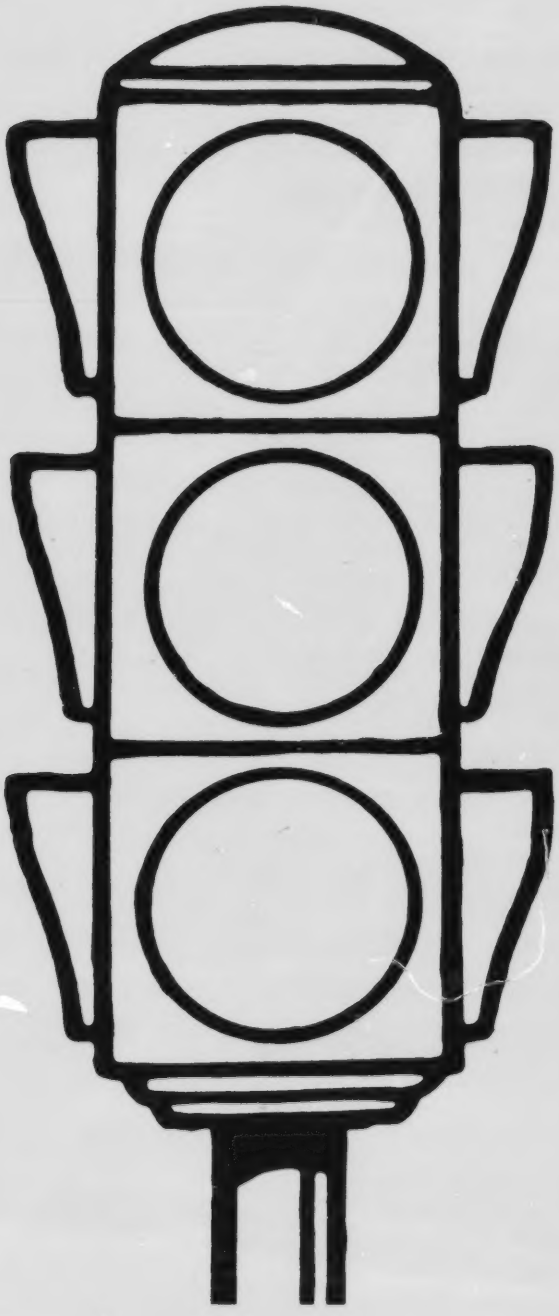
It is very important that young students learn the basic function of the traffic light and how it affects them as pedestrians. Basic concepts that pedestrians (especially young children) should learn are:

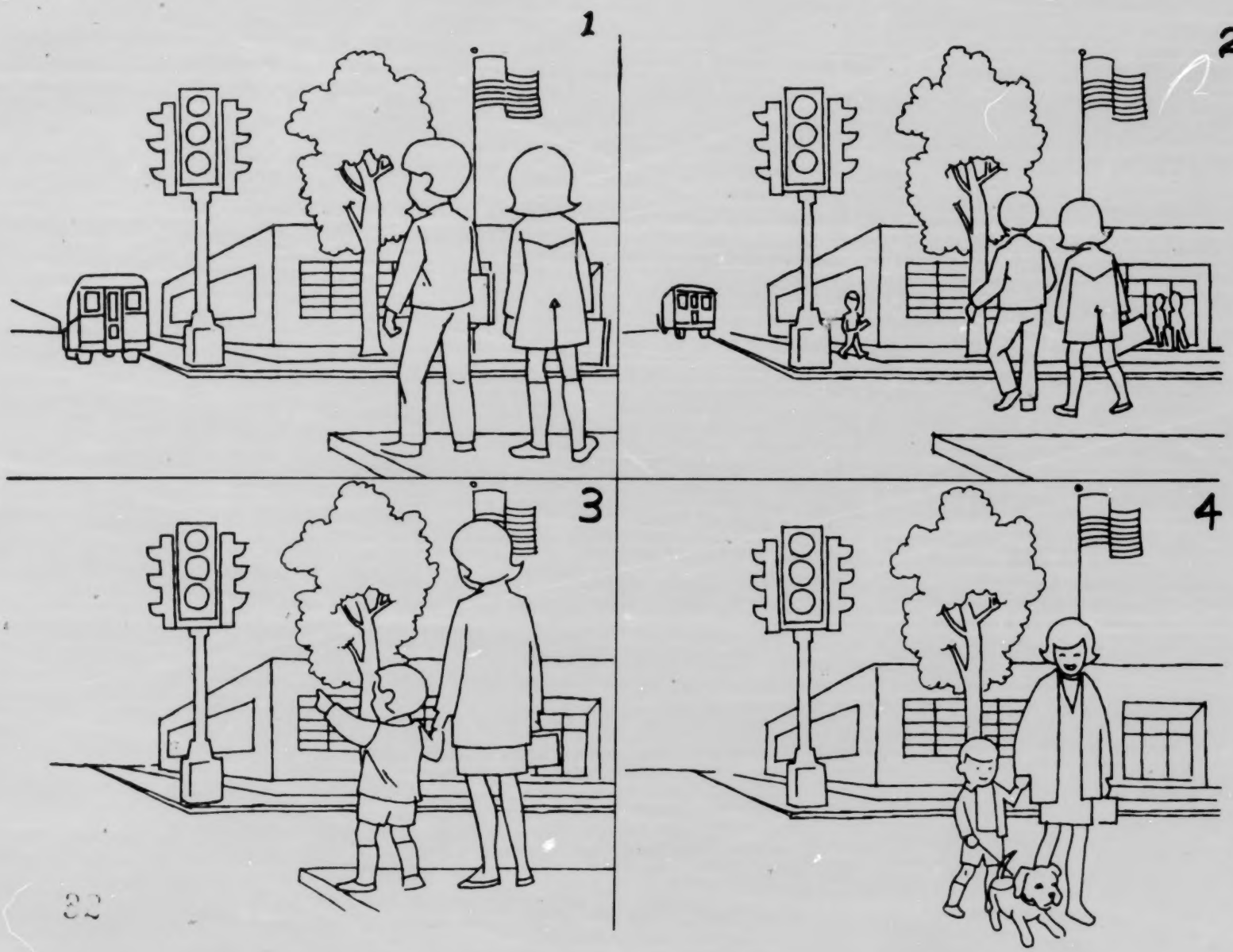
1. Traffic lights are installed primarily to control vehicular traffic in the street.

2. It is the pedestrian's prime requirement for safety to be sure the vehicle drivers see and respond to those signals before he can safely move across traffic.

3. In other words, the lights are there primarily to tell vehicular traffic what to do and the pedestrian should conduct himself in relation to how the vehicular traffic responds to those signals.

TRAFFIC SIGNAL




1
2
3
4

Give each student a copy of these pictures, and red, green and yellow crayons. Before coloring, ask the following questions:

VIEW ONE

1. What are Suzie and Jeff doing?
2. Where are they standing?
3. Where are they going?
4. Color the one light that shows Jeff and Suzie are doing the correct thing in Picture 1.

VIEW TWO

1. What are Suzie and Jeff doing Now?
2. Color one light that shows Jeff and Suzie are doing the correct thing in Picture 2.

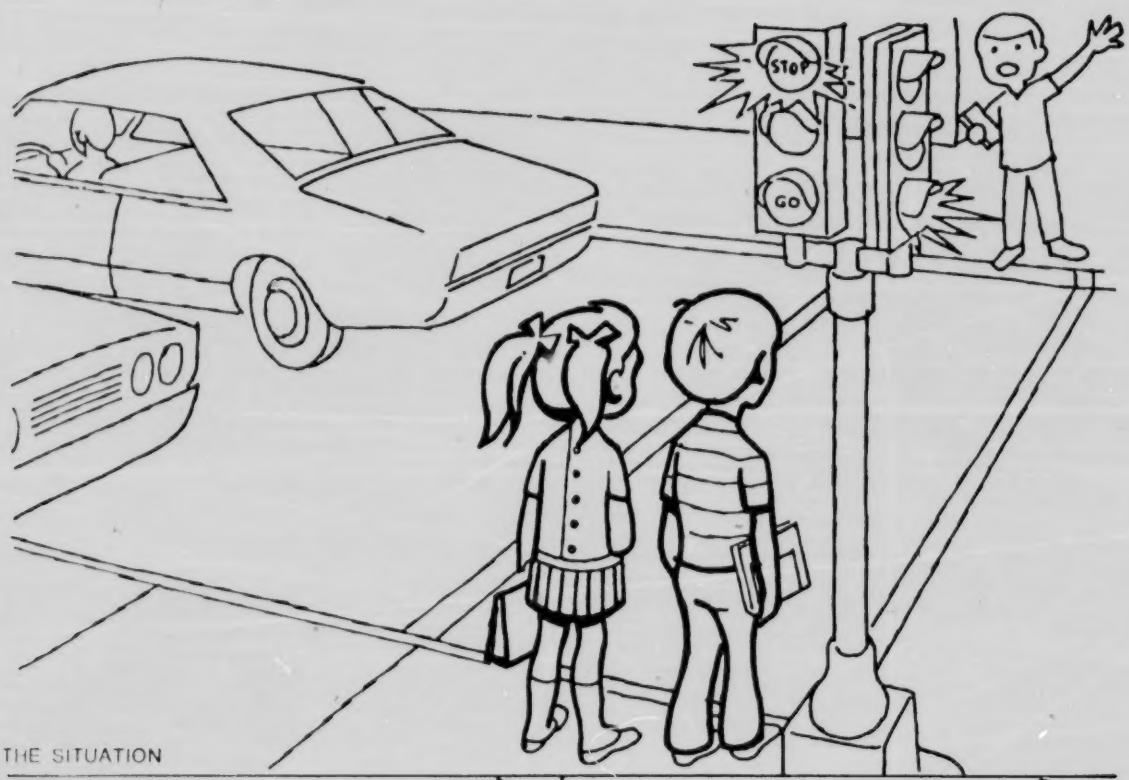
VIEW THREE

Danny and his mother are waiting to cross the street. Color the light that they are obeying in Picture 3.

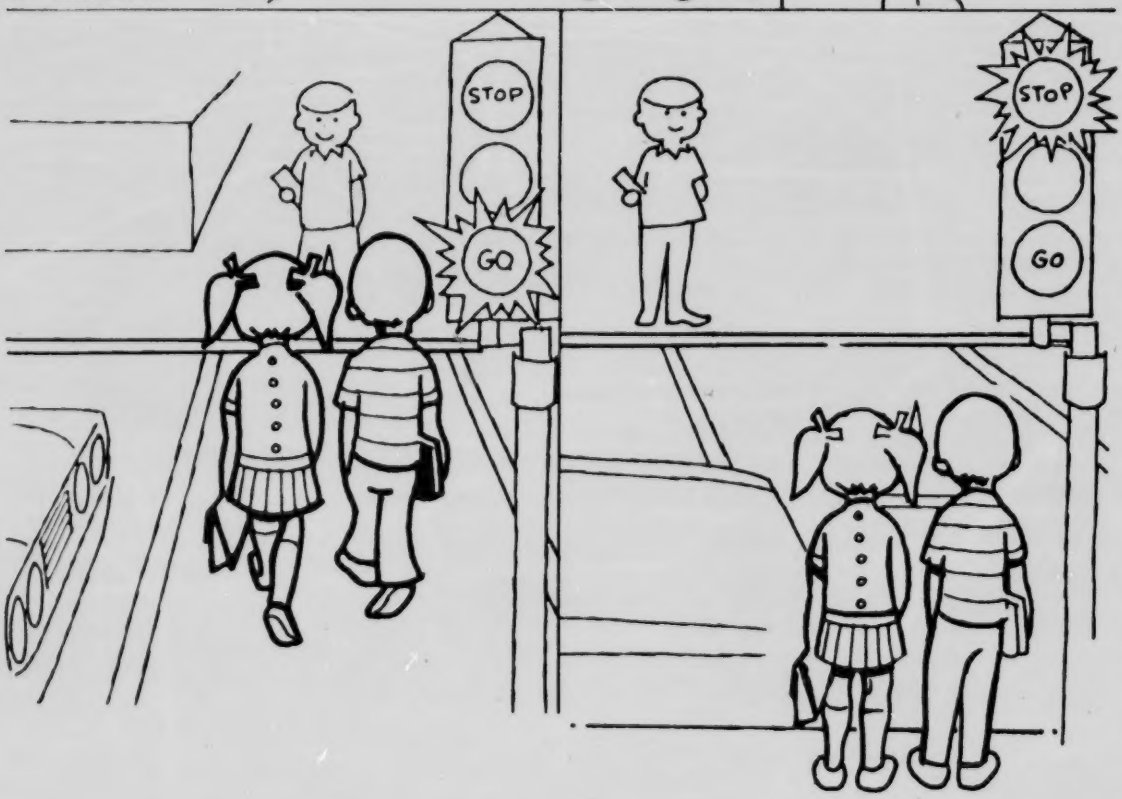
VIEW FOUR

Color the light that shows Danny and his mother are doing the right thing in Picture 4.

Color the rest of the pictures except the traffic light.



THE SITUATION



(Point to the top picture)

Here are Ann and Billy. Their friend, Jack, is across the street.

Where do you think they are going?

What do you see that tells Ann and Billy to wait on the corner?

Have you seen a signal light like this?

What does the red light tell us to do?

What does the yellow light say?

What does the green light say?

THINGS TO DO:

1. Study the two lower pictures and circle the one showing Ann and Billy crossing the street correctly.

2. Color each of the traffic signals the correct color. Then color the rest of the pictures.

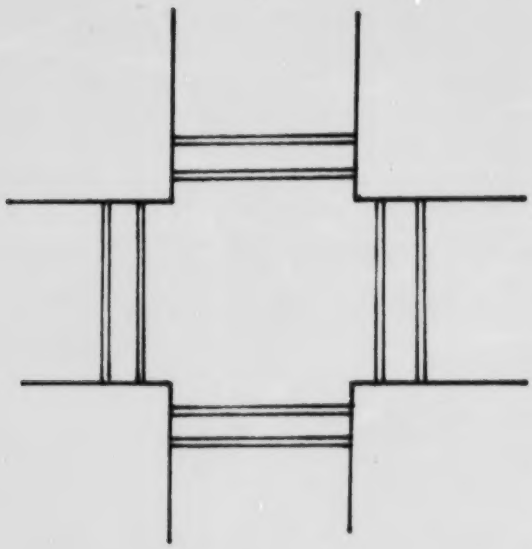
DIRECTIONS FOR SETTING UP A SIMULATED INTERSECTION

Masking tape or chalk can be used for setting up a simulated intersection in your classroom. (The gym or playground may also be used if there is insufficient classroom space.)

The intersection should include crosswalks that are either drawn with chalk or laid out with white tape. The intersection should resemble the one shown below. The dimensions that best suit your situation.

Suggested dimensions: (approximate)

Street width – 12' (3.5 m)
Crosswalk width – 3' (1 m)



NOTE: *This simulation is highly recommended* as demonstration of ability is preferable to description.

RED SAYS STOP!

(A flannelboard story)

Jimmy's teacher wrote a poem on a chart. This is it. Let's read it together.

(AS CHILDREN READ OR SAY POEM, THE TEACHER PLACES COLORED CIRCLES IN PROPER POSITION ON THE FLANNELBOARD)

For all vehicles that go to and fro,
RED on top, and GREEN below.
RED says "STOP!" and GREEN says "GO!"
YELLOW says "WAIT," even if you're late.

(REMOVE POEM FROM BOARD, LEAVING RED, GREEN AND YELLOW CIRCLES)

Do you know what Jimmy did? He learned that poem – every word of it!

(PLACE PICTURE SYMBOL ON FLANNELBOARD AT POINT WHERE ITS NAME APPEARS IN CAPITALS IN THE STORY)

Now, that very afternoon, as Jimmy was walking home from school, he saw a BLUE BUS carrying people from Phoenix to Tucson. Would the Blue Bus know the poem?

(EACH TIME THE NAME OF A COLOR APPEARS IN CAPITAL LETTERS HEREAFTER, THE TEACHER POINTS TO THE CORRESPONDING CIRCLE ON THE BOARD)

The light was YELLOW. The blue bus slowed down. The light was RED. The bus stopped; someone in the bus waved to Jimmy. The light turned GREEN. On went the bus. Yes, the blue bus knew the safety poem. Let's see if you remember it.

(CHILDREN AND TEACHER SAY SAFETY POEM)

Jimmy said, "When I grow up I want to be a driver of a blue bus. Wait and see."

"Well, what is coming now?" Jimmy wondered.

It was a big TRAILER TRUCK. The light was GREEN but the trailer did not go faster. The light was YELLOW. The truck slowed down. The light was RED. It stopped. Yes, the trailer truck knew the safety poem.

(CHILDREN REPEAT IT)

Jimmy said, "When I grow up I want to be a driver of a trailer truck. Wait and see."

Jimmy walked along. Each time he came to a traffic light, he watched to see if things on wheels driven by people knew what to do. All at once he saw a CEMENT MIXER.

"Oh, dear," said Jimmy. "That cement mixer is awfully big. Maybe the driver can't see the traffic lights." But the cement mixer stopped when the light was RED just as nice as you please. It, too, knew the safety poem.

(CHILDREN REPEAT POEM)

Jimmy said, "When I grow up I want to be a driver of a cement mixer. Wait and see."

Next an old PICK-UP TRUCK came along carrying vegetables to market. "I wonder if the pick-up truck knows the safety poem," thought Jimmy as he walked along the sidewalk, being careful not to bump into anyone.

But the pick-up truck didn't even slow down! Do you know why? Yes, the light was GREEN.

(CHILDREN REPEAT SAFETY POEM)

Jimmy said, "When I grow up I want to be a driver of a pick-up truck. Wait and see."

Along came a MOTORCYCLE. Maybe it didn't know the traffic rules! Of course it did. The driver was a policeman and he was particularly careful.

Jimmy said the safety poem to himself as he walked along.

(CHILDREN SAY SAFETY POEM)

Jimmy said, "When I grow up I want to be a driver of a motorcycle. Wait and see."

"Whiz!" A SMALL CAR came along, going too fast. The light rurned RED, but the small car was going too fast to stop. "Screech!" A car going the other way had to put on its brakes very fast.

(SIREN SOUND) A siren! Was there a fire? No. *(SIREN SOUND)* Was an ambulance coming? No. *(SIREN SOUND)* Was it a POLICE CAR? Yes!

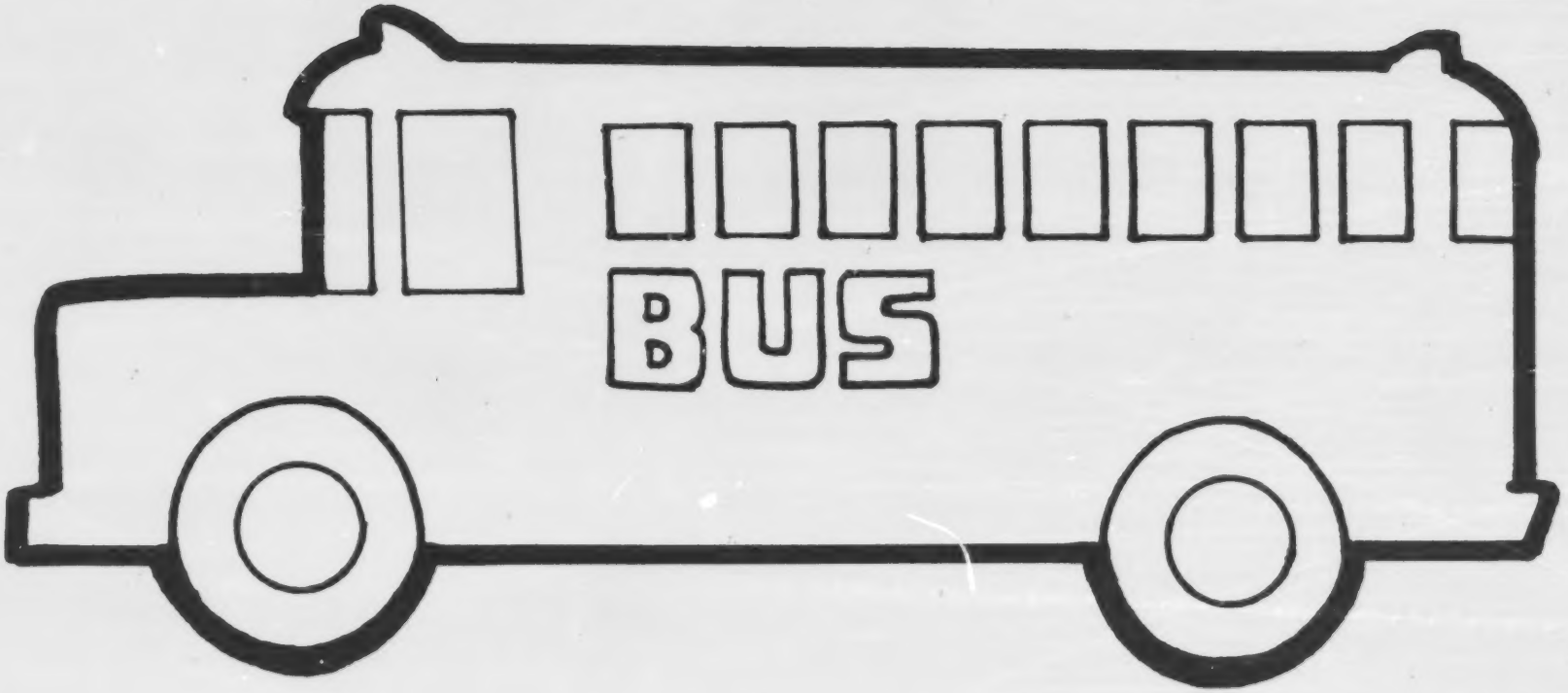
"Someone is going to get a ticket," said Jimmy sadly. "I guess he never learned the safety poem." But you and I know that the driver of the small car did know the safety rules. He just didn't think. The policeman gave the driver a ticket so next time he will obey the light.

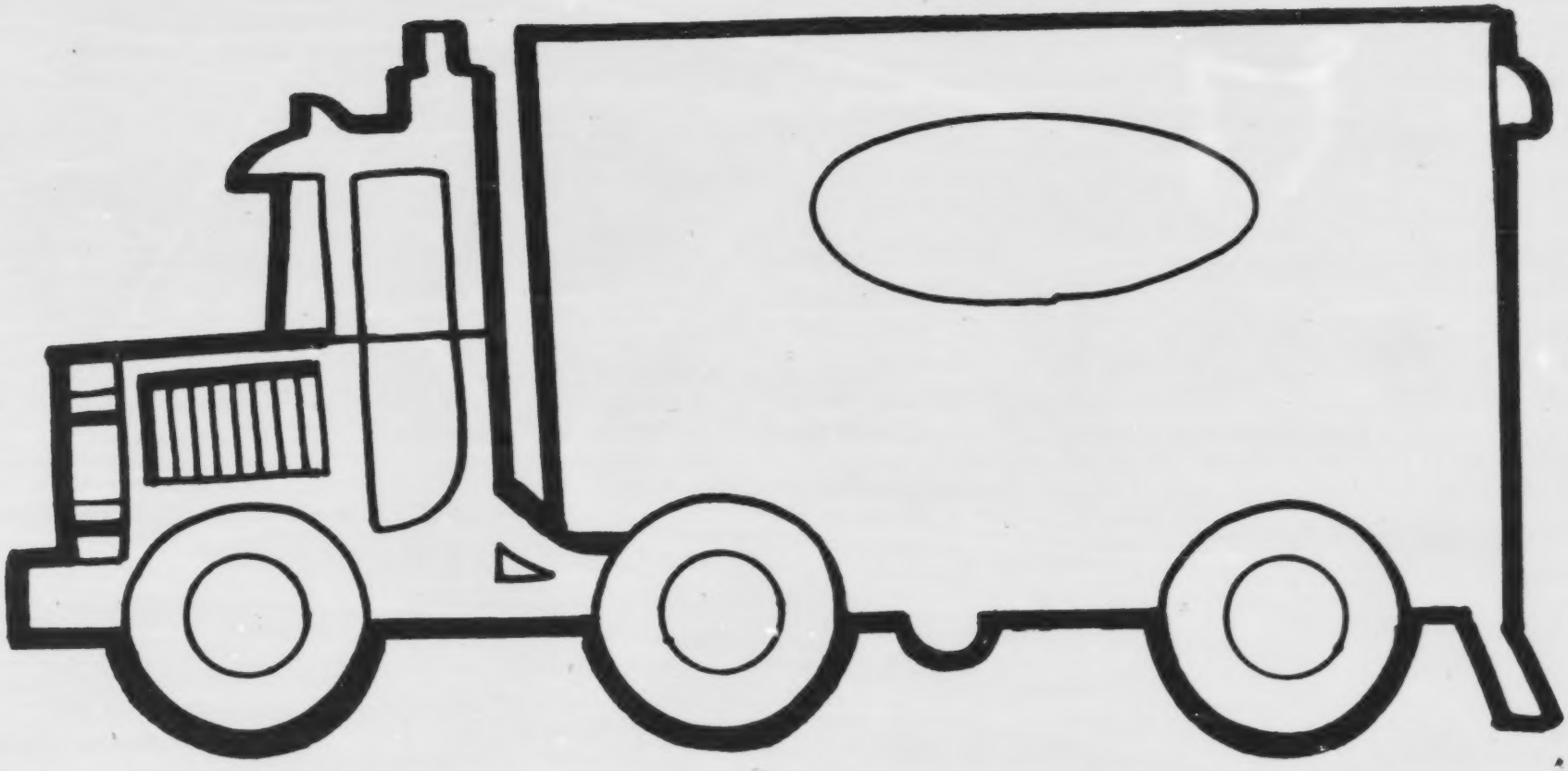
By now Jimmy was home. His mother gave him a kiss and a cookie.

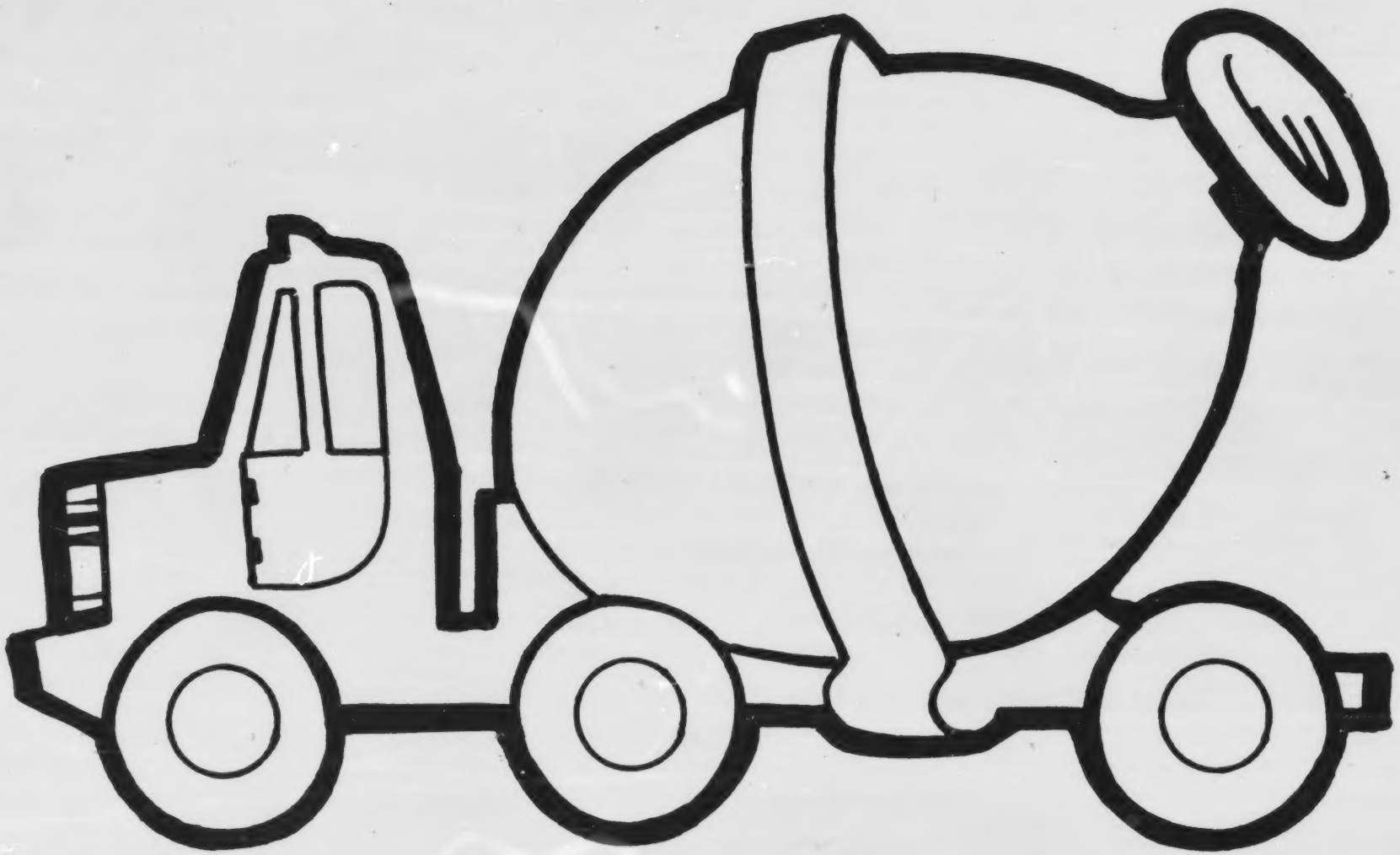
Between bites of cookie, Jimmy said, "I learned a safety poem today." And he said it for his mother.

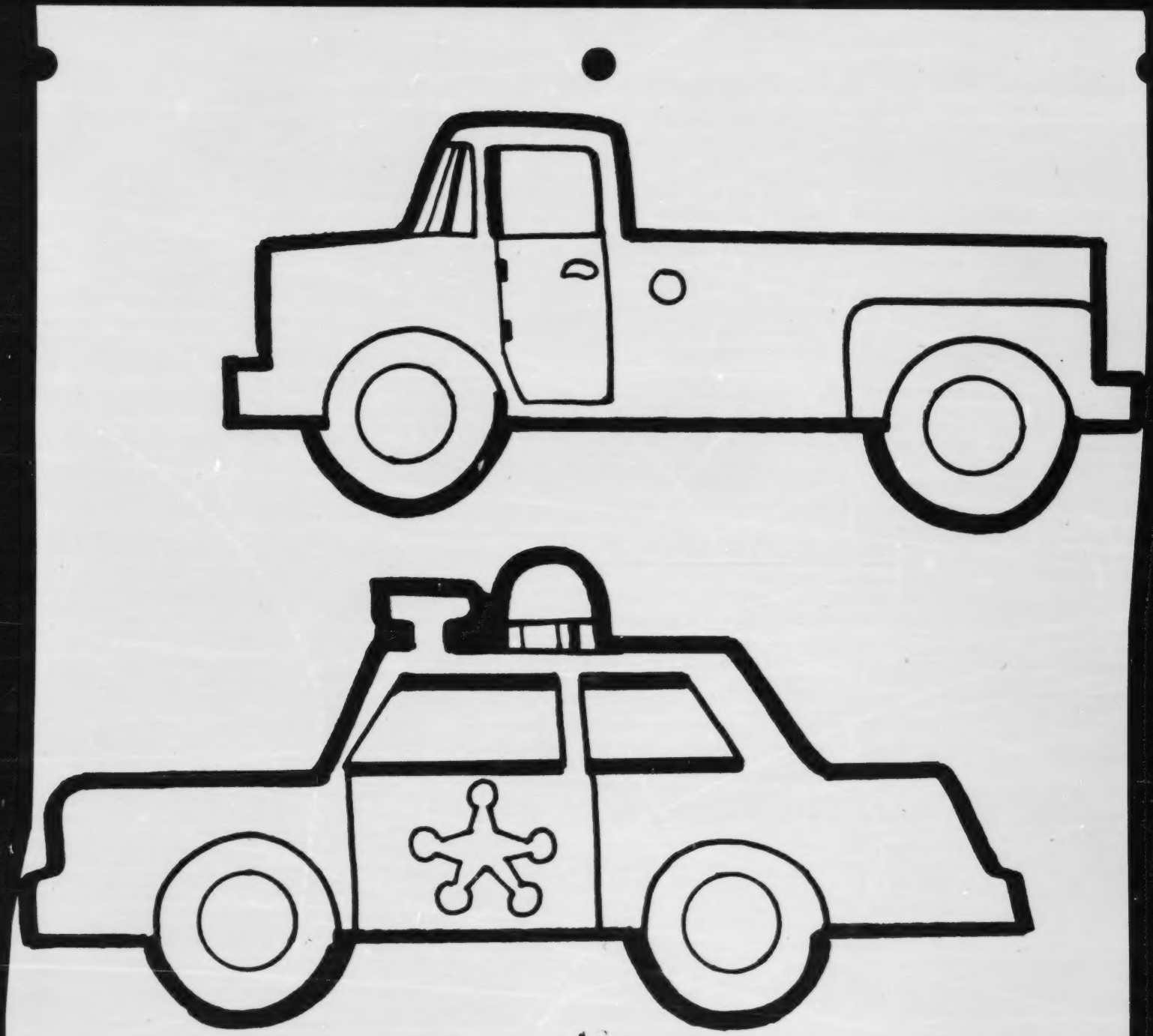
Maybe you can say the poem for your mother when you go home from school this afternoon. Shall we see?

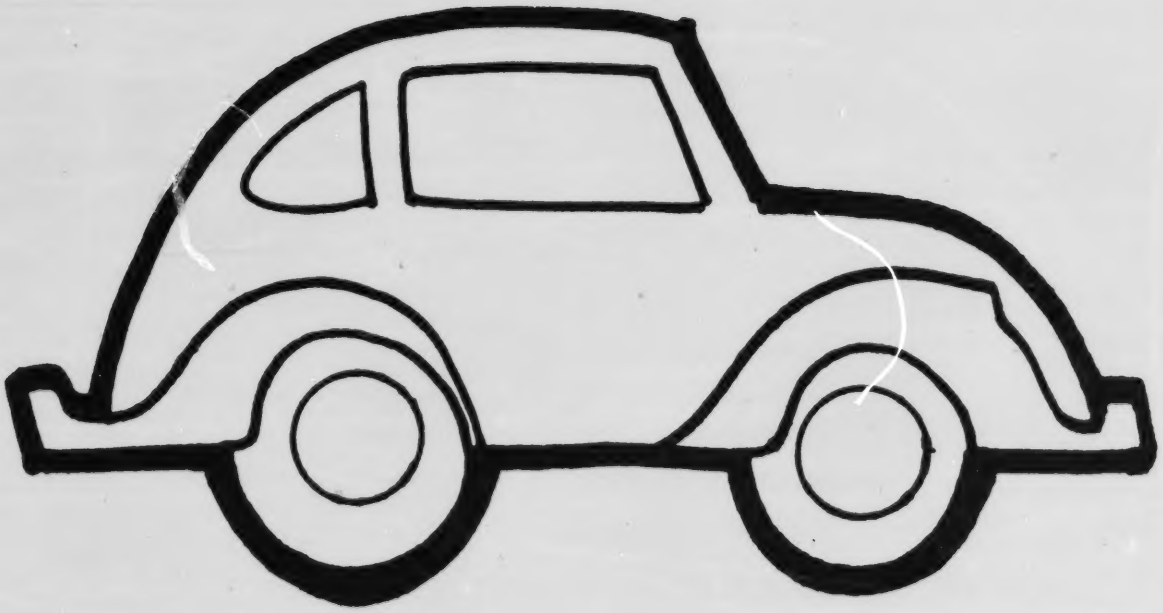
(CHILDREN REPEAT SAFETY POEM)


BUS









ASSESSMENT NAME_____

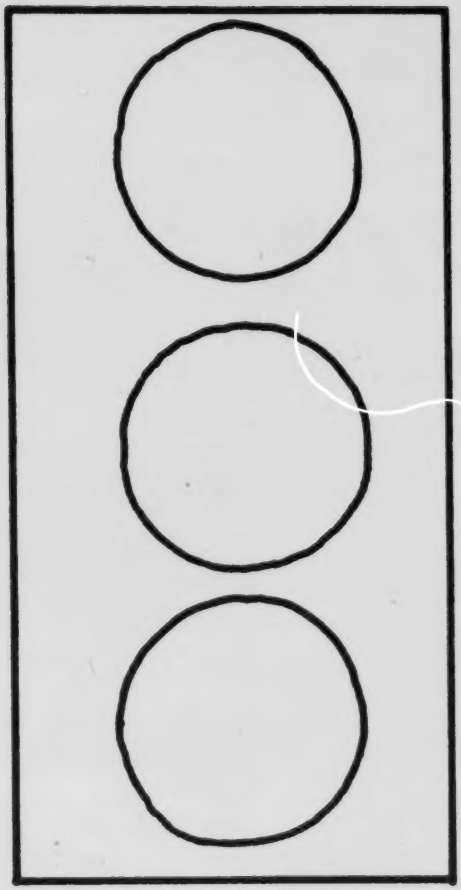
DRAW A LINE

to the correct circle

GREEN

RED

YELLOW



STOP

Look, then go if clear.

Caution, Wait.

PEDESTRIAN SAFETY – SECOND GRADE

LESSON THREE

"SAFETY SYMBOLS – SIGNS"

OBJECTIVE THREE

Given examples of traffic signs, the student will identify their proper meaning.

KEY POINTS

1. Traffic lights and traffic signs are very important in controlling traffic and preventing accidents.
2. It is very important to recognize the traffic signs and their meanings. (On Information sheet)
3. You must obey all traffic signs and signals so other people using the streets and sidewalks will know what you are going to do.

MATERIALS NEEDED

One copy of each of the signs that accompany this lesson.

One copy of a colored poster or AAA pamphlet showing the correct sign colors. (Activity 1)

Pamphlet, "New Road Signs Coming Your Way," No. 3556, with pictures and explanations, available from:

Special Service Department
ARIZONA AUTOMOBILE ASSOCIATION
748 East McDowell Road
Phoenix, Arizona 85006
Tel: 602-252-7751

Enough large grocery bags and two dittos of one sign for each student (STOP, School Crossing and Railroad Crossing dittos recommended). Masking tape or chalk for a simulated intersection. (Activity 2)

Tagboard or butcher paper and felt pens to make a traffic board. Directions attached. (Activity 4)

Make copies of Patty and Pete finger puppets for each student. Cardboard, paste, scissors, and crayons. (Activity 5)

Cardboard templates of the different sign shapes. (Activity 8)

Enough copies of the assessment exercise for each student.

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Show pictures of each of the uncolored traffic signs to the students. Ask the following questions:

   Do you know the name of this sign?

   What color is it?

   What special shape does it have?

   What does it tell us to do?

   Why is this sign important?

   What else helps stop traffic to allow people to cross streets? (Traffic light, crosswalk, crossing guards, policemen)

Signs

a.	Stop	e.	Railroad Crossing
b.	Yield	f.	School Crossing
c.	Warning	g.	WALK–DON'T WALK
d.	Do Not Enter		

(Use the Information Sheet and AAA pamphlet for meaning of shape and color.)

Show students the colored signs using the poster or the AAA pamphlet, "New Road Signs Coming Your Way." Explain to the students that each of the new signs is color coded. These are the new international signs, which means that signs in all countries will have the same shape, color, and meaning.

Ask students:

What do you think would happen if there were no traffic rules or signs? Discuss.

2. Have students bring large grocery bags to school to make paper bag costumes. Students color two copies of a sign and cut out. (Or they may use the templates from Activity 8.) The teacher can cut a hole for the head and cut two side holes for the arms in the bags while the children are coloring and cutting signs. Students paste one sign on the front of the bag and one sign on the back. (Some students may color sacks as cars, also.)

   Make an intersection in your classroom with chalk or masking tape. (Directions, Lesson 2)

   The class forms two or more groups and acts out situations involving obeying traffic signs. Students take turns being traffic signs, pedestrians and cars. They may first act out situations where there are NO traffic rules or signs, if desired.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

3. Have the children make up "What Am I?" riddles about the signs. They may do this in groups or individually. They say the riddles to the class, and students give the answer. Examples are:

I'm a red traffic sign.	I'm yellow and black.
I have four letters.	I stand near a school.
I stand on the corner.	I don't have any words.
I tell people to S-T-O-P.	I show two children.
What am I?	What am I?

4. Make a traffic board. (Instructions are attached to lesson.) Have students bring toy cars, trucks and people (or use clothespin people). The students make and place small signs near the different intersections, then act out situations involving obeying signs. (You may use the Patty and Pete finger puppets, if you wish, for the toy people—from Activity 5.)

5. Let the class color and cut out the Patty and Pete finger puppets (picture included). These may be pasted on cardboard, if desired. Finger holes are then cut. In groups of four and five, have the children use the finger puppets to practice crossing the street, obeying signs, etc. They may make up stories or skits, if desired.

6. Have the students draw a picture of the street they live on and draw in the sign or signs they have on their street. Or they may draw a picture of the street area near the school and the signs found there.

7. Take the students on a trip around the school area and point out the different signs that are in a school area. Discuss with students why signs are needed around the school.

8. Cut several sign shape templates from heavy cardboard for children to trace around. These signs may be used in Activity No. 2, if desired. Have students draw the sign picture or words and color their signs the correct color.

SUMMARY

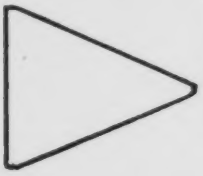
Remind the students that being able to recognize and understand traffic signs is very important to being a safe pedestrian.

ASSESSMENT PROCEDURE (OPTIONAL)

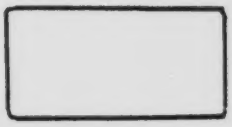
Give each of the students a copy of the assessment exercise and ask them to match the meaning (name) with the correct sign. Collect the exercises. Complete the assessment checklist so that you can identify, and help, those students needing further instruction.

TRAFFIC SIGNS
STANDARD SHAPES:

OCTAGON:
Exclusively for
Stop signs.



PENNANT:
Advance warning
of No Passing Zones



HORIZONTAL
RECTANGLE:
Generally for
guide signs.

VERTICAL
RECTANGLE:
Generally for
regulatory signs.

DIAMOND:
Exclusively to
warn of existing
or possible
hazards on road-
ways or adjacent
areas.

EQUILATERAL
TRIANGLE:
Exclusively for
Yield signs.

PENTAGON:
School advance
and school cross-
ing signs.

ROUND:
Railroad (Advanced
Warning) signs.

STANDARD COLORS:

RED: Stop or prohibition. GREEN: Indicated movements permitted, direction guidance. BLUE: Motorist services guidance. YELLOW: General warning. BLACK: Regulation. WHITE: Regulation. ORANGE: Construction and maintenance warning. BROWN: Public recreation and scenic guidance.

INFORMATION SHEET

(color, shape and lettering of signs)

STOP SIGN - Means stop. It is a white message with white boarder on red background. The sign is octagon shaped.

YIELD SIGN - Means slow to 15 mph or less and proceed with caution. The YIELD sign is a downward pointing, equilateral triangle having a red border band leaving a white interior with the word Yield in red inside the border band.

WARNING SIGN - Means danger ahead, proceed with caution. Coloring is traditionally black on yellow and the shape is diamond.

REGULATORY SIGN - Contains a specific instruction to the driver. The signs are rectangular with black lettering on white background.

RAILROAD SIGN - Means a railroad intersects the path. The Highway sign is round, and is yellow with black lettering and black crossbuck. The railroad crossing sign is a crossbuck sign painted white with black lettering.

SCHOOL CROSSING SIGN - Means a crossing near a school. The signs are pentagon shaped, yellow in color with a black boarder band, lettering and figures. The school crossing sign has two figures walking within a crosswalk carrying books while the advance warning sign has just the figures carrying books but not showing a crosswalk.

GUIDE SIGN - Provides information. It is green with a white border band and lettering. For most guide signs the information is so variable that there can be no rigidly standardized size.

TRAFFIC SIGNS & SIGNALS

1.

2.

3.

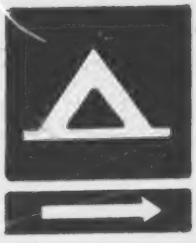
4.

5.

6.

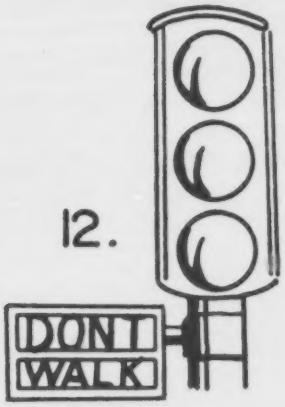
7.

8.

9. 

10.

11.

12. 

13.

TRAFFIC SIGNS & SIGNALS

	NAME	COLORS*	TYPE
1.	Pedestrian Crossing.	Yellow and black.	Warning sign.
2.	Traffic signal.	Placement always red, yellow, green.	Traffic signal.
3.	Hill.	Yellow and black.	Warning sign.
4.	Bicycle Route.	Green and white.	Guide or information sign.
5.	Yield.	Red and white.	Yield right-of-way; proceed with caution.
6.	No Left Turn.	White, black, with red circle and slash.	Regulatory sign. Prohibitory sign.
7.	Speed limit (mph).	White and black.	Regulatory sign.
8.	School crossing.	Yellow and black.	School area warning sign.
9.	Camping.	Blue and white.	Service sign.
10.	STOP sign.	Red and white.	Stop sign only.
11.	Railroad.	Yellow and black.	Railroad sign.
12.	Don't Walk or Walk	Red. Green or white.	Traffic signal.
13.	Do Not Enter.	White and red.	Regulatory sign.

*These COLORS are new international colors which will soon be used throughout the world.

STOP SIGN

Color the sign red, leaving the letters and the border white.

COLOR THE LETTERS, THE LARGEST SECTION, AND THE OUTSIDE OF THE SIGN RED.

PED
XING

DO NOT
ENTER

RAILROAD WARNING SIGN

Color the triangular sections yellow; the letters, the cross, and the border black.

SCHOOL CROSSWALK

COLOR THE PEDESTRIANS, CROSSWALK LINES, AND INSIDE PENTAGON LINE BLACK. COLOR THE REMAINDER YELLOW.

PEDESTRIAN SIGNAL

Color **WALK** green, **DON'T WALK** red and the border and support arms yellow.

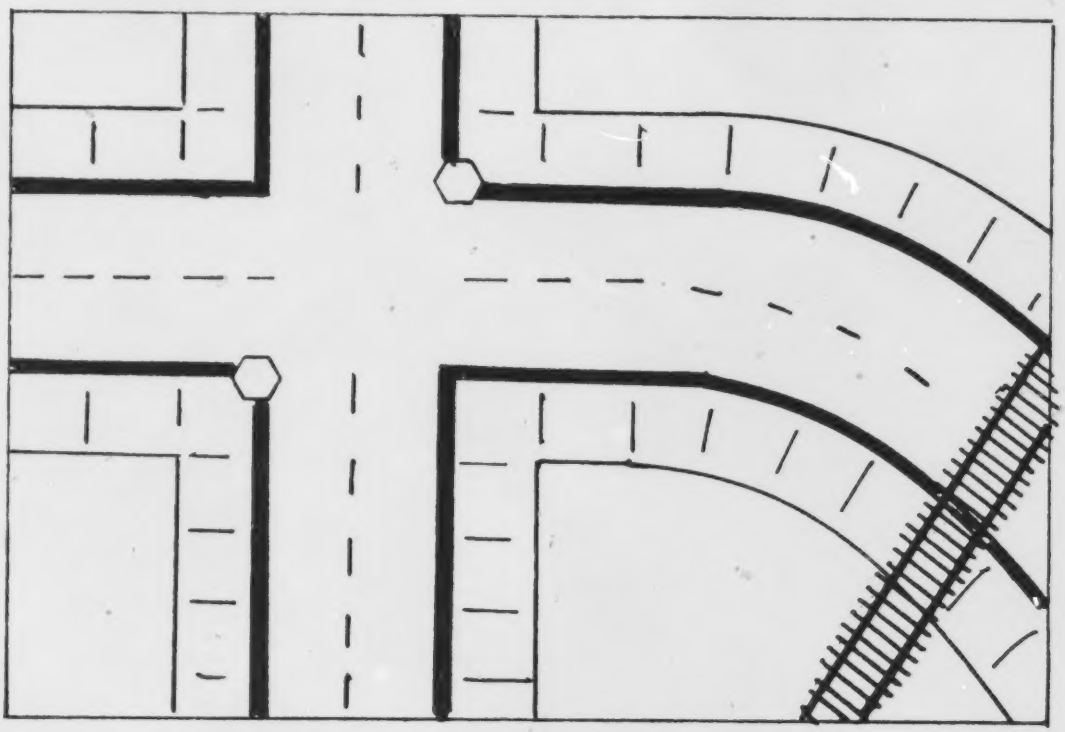
DIRECTIONS FOR MAKING A TRAFFIC BOARD

To make a traffic board, use a large poster board or about 5 feet (1.5 meters) of butcher paper. This can be laid on a flat surface or tacked on the bulletin board.

Draw an intersection with sidewalks similar to that shown below using felt tip pens or magic markers.

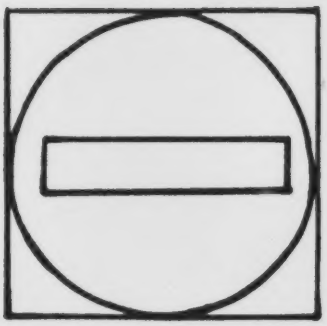
Traffic signs and signals may be cut from construction paper and added where desired. Toy cars, bicycles, pedestrians, etc. may be made from construction paper, pipe cleaners, clay, etc. or they may be brought from home by students.

The toy cars, pedestrians, bicyclists, signs, etc. can be manipulated to act out traffic situations involving pedestrians and vehicles.



ASSESSMENT NAME _____

DRAW A LINE FROM THE NAME TO THE SIGN



WALK-DON'T WALK

STOP

YEILD

RAILROAD CROSSING

SCHOOL CROSSING

WARNING

DO NOT ENTER

PEDESTRIAN SAFETY – SECOND GRADE

LESSON FOUR

"CROSSING THE STREET AT UNCONTROLLED INTERSECTIONS"

OBJECTIVE FOUR

When asked, the student will demonstrate or describe the proper procedure for crossing the street at an uncontrolled intersection.

KEY POINTS

1. The best place to cross streets is at corners. Every intersection is a legal crossing area whether crosswalks are marked or not.

2. Crossing the street is hazardous at all times, but it is very dangerous when the intersection is not controlled by traffic control devices (traffic signals and signs).

3. When students approach a corner without traffic control devices, they should:

   a. Stop on the sidewalk.

   b. Look in all directions for traffic.

   c. If there are no vehicles coming, they should WALK straight across the street, QUICKLY, but NOT run.

   d. If vehicles are coming and the students would not have time to cross, they should wait until the vehicles pass or stop (from both directions) before they cross.

MATERIALS NEEDED

The accompanying pictures, or transparencies made of them (plus additional examples you may have). (Activity 1)

Masking tape or chalk for a simulated intersection and city block. (Activity 2 and Assessment)

The song, "A Better Way." (Activity 4)

Enough copies of "Draw Your Footprints . . . " for each student. (Activity 7)

The story and picture "Tardy" accompanying this lesson. (Activity 8)

Additional Resource Material

AAA poster Nos. 1, 2, and 3.
Ten AAA posters – from Annual Traffic Safety Poster Contest. Free.

Film, "I'm No Fool as a Pedestrian" (10 minutes), Featuring Jimminy Cricket. Free.

"Otto the Auto," Series A, three 5-minute animated cartoons on safety rules. Free.

AAA "Safe Walking Rules" handout (4" x 6"). In English (No. 3311), in Spanish (No. 3316).

All available from:

Special Service Department
ARIZONA AUTOMOBILE ASSOCIATION
748 East McDowell Road
Phoenix, Arizona 85006
Tel: 602-252-7751

"Easy Steps," a Pedestrian Safety Kit containing:

- 15-minute film showing traffic situations and their potential dangers.
- Filmstrip with discussion questions for each frame.
- Teacher's manual and aids.
- Communications Card Deck (40 flash cards illustrating traffic communicators relevant to the pedestrian).
- Three posters.

For information, write to:

Film Loops, Inc.
P. O. Box 2233
Princeton, New Jersey 08540
609-921-2020

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Show the students the pictures that accompany the lesson (or transparencies you have made) to stimulate discussion about where and how to cross streets.

Show the picture with three views and crosswalks and the picture of the school crossing, and have the students locate on the picture and describe the safest place to cross. (A corner or crosswalk)

Show the same pictures without crosswalks. Ask students what the differences are between a marked and unmarked intersection. (Painted lines are the only difference.)

Ask them to explain how they would cross the street in each of the different situations illustrated. (The preceding pictures and the two ballplayers kitty-corner.) Students should not cross midblock unless a crosswalk is marked.

Tell students that the signs, signals, and crosswalk do not stop cars. The pedestrian always has the responsibility to stop and look in all directions before stepping off the curb. Ask students why it is important that we cross at intersections. (Because that is where drivers are more alert and EXPECT pedestrians to cross. They do not expect pedestrians to cross at midblock so drivers may not see you if you try to cross there.)

2. Have students describe and/or demonstrate what they would do if they were in the middle of the block and wanted to cross the street near a corner with an unmarked crosswalk. You may use your simulated intersection (Directions, Lesson 2).

   Have some students act as pedestrians and some as parts of traffic (cars, trucks, etc.).

   Students can demonstrate both right and wrong ways of crossing the street. Be sure they follow the steps listed in Key Point No. 3.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

3. Have the students relate to the class some of the problems they have in crossing a street on their way to and from school. See if other students can suggest a solution. These may be acted out.

4. Teach students the song, "A Better Way," sung to the tune of "Twinkle, Twinkle, Little Star." Words and music are attached to this lesson.

5. Take students, if possible, to the nearest uncontrolled intersection and demonstrate how to stop and look in all directions for traffic before crossing the street. Stress the pedestrian's responsibility for his own safety.

6. Have students make up safety rhymes similar to those below. They may add actions, if appropriate.

A smart little tyke
Was little Jack Horner
He went to cross the street
Only at the corner

"Mary, Mary, quite contrary,
How do you cross the street?"
"I always stand on the curb,
Listen and look left and right
For traffic to stop, before I
move my feet."

Look to the left,
Look to the right,
Listen for horns that go "beep."
When you must cross a busy street
Look before you leap.

Hickory, Dickory Dock.
I never cross streets
In the middle of the block.

7. Give each student a copy of the corner crossing area. Have students draw their footprints, then pictures of themselves and their friends showing where they can walk safely. They may color these and take them home.

8. Read the story "Tardy" to the children while showing the accompanying picture. Ask the Decision Time questions.

SUMMARY

Remind the students that crossing a street is very dangerous, but crossing at an uncontrolled intersection is even more dangerous. Emphasize that, as pedestrians, they must watch out for traffic and make sure traffic stops for them before they step onto the street.

ASSESSMENT PROCEDURE (OPTIONAL)

Have each student demonstrate and/or describe the proper procedure for crossing the street at an uncontrolled intersection. Use your simulated intersection (Directions, Lesson 2). Complete the assessment checklist so that you can identify and help those students needing further instruction.

PEDESTRIAN SAFETY – SECOND GRADE

LESSON FOUR

"CROSSING THE STREET AT UNCONTROLLED INTERSECTIONS"

INFORMATION SHEET

The main goal of this lesson is to teach the young children how to cross the street. We should teach several concepts that will relate to their use of streets and highways the rest of their lives.

1. The student should learn that the sidewalk is primarily for pedestrians and the streets and highways are primarily for cars, trucks, motorcycles and other vehicles.

   a. When a pedestrian leaves the sidewalk to go into the street, even at a crosswalk, he is going into a hostile environment that was primarily established for cars, and much greater caution and good judgment is required in order to be safe. In other words, when a pedestrian steps into the street, there is a natural conflict between the path of a pedestrian and other vehicles on the street. The area is primarily established for vehicle travel, thus making it a hostile environment for the pedestrian and he must take the initiative to avoid conflict.

   b. The student should start learning the basic concept of cooperation and concern for others on the part of all highway users—basic right-of-way rules, and proper traffic laws, such as his interaction with other pedestrians, walking on the right portion of the sidewalk, etc.

2. Young children should be taught to CROSS AT THE CORNERS because:

   a. This is where other people using the highway expect pedestrians to be crossing the street.

   b. Most vehicle traffic is in the process of slowing down or stopping as they are approaching a corner or intersection.

      This means lower speeds are involved which does two things:

      (1) Allows a greater margin for error in judgment on the part of the young pedestrian.

      (2) Provides more time for the vehicle operator, who is also generally more alert while approaching an intersection, to see and react to the various situations that may exist.

   c. This is where traffic control devices such as lines, signals, signs, etc., are placed to help pedestrians cross.

3. Emphasize the importance of eye-to-eye contact with other highway users when CROSSING THE STREET.

a. To cross the street at an intersection (or corner), there are four directions to be concerned with:

(1) The two directions of traffic that proceed straight through the intersection at a 90-degree angle across your crosswalk.

(a) If there are no traffic control devices, your concern is judging time and distance to find a gap in traffic, or create one safely.

(b) If the intersection is controlled by a traffic light or stop signal for that direction, the concern is only until you are sure they are going to stop.

(2) The two directions of traffic that approach the intersection parallel to your line of travel but are intending to make a right turn across your crosswalk or a left turn across your crosswalk.

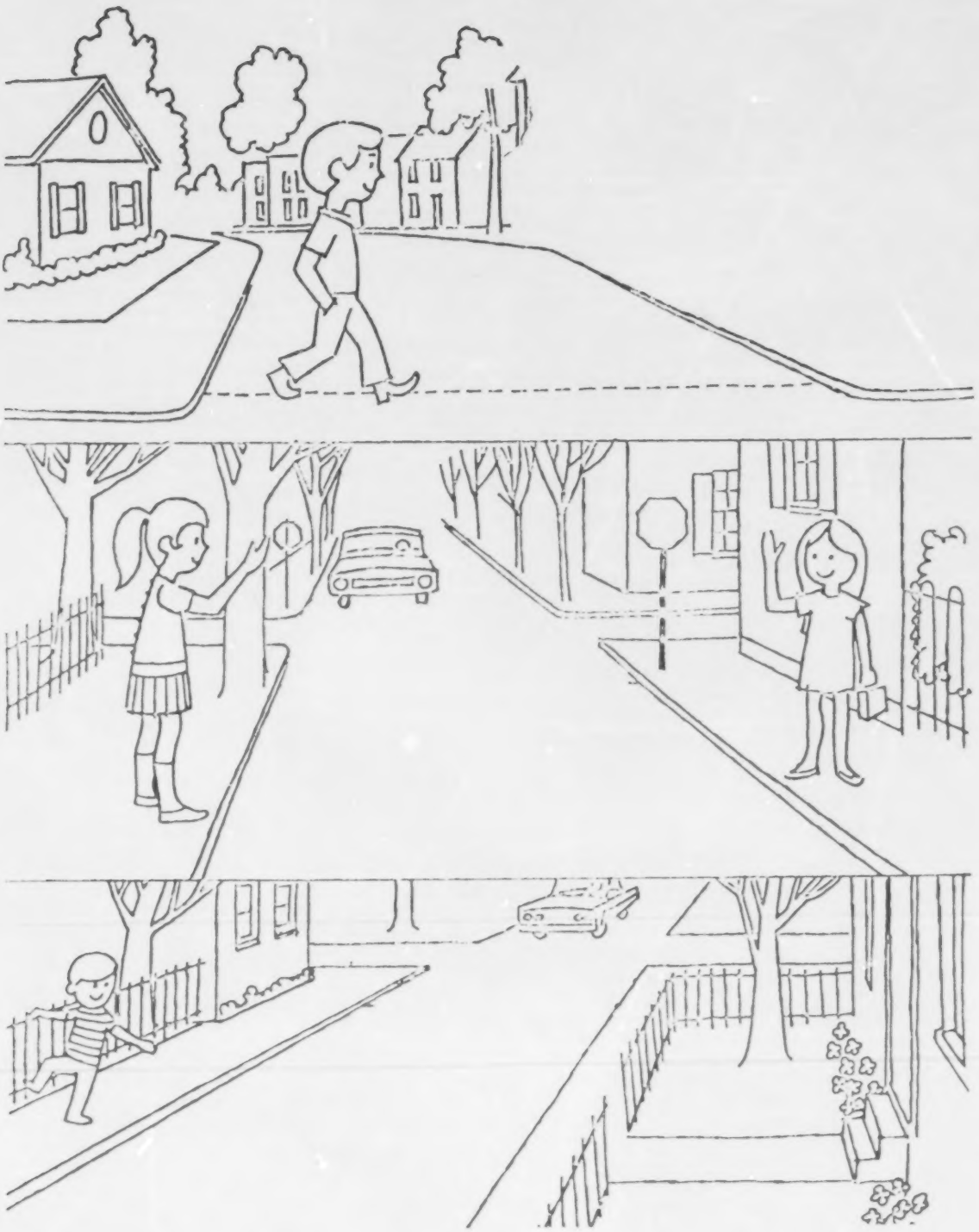
(a) This traffic is the most hazardous to the pedestrian because it is moving while the pedestrian is moving. The anticipated path of the vehicle is in conflict with that of the pedestrian and may also be in conflict with other traffic.

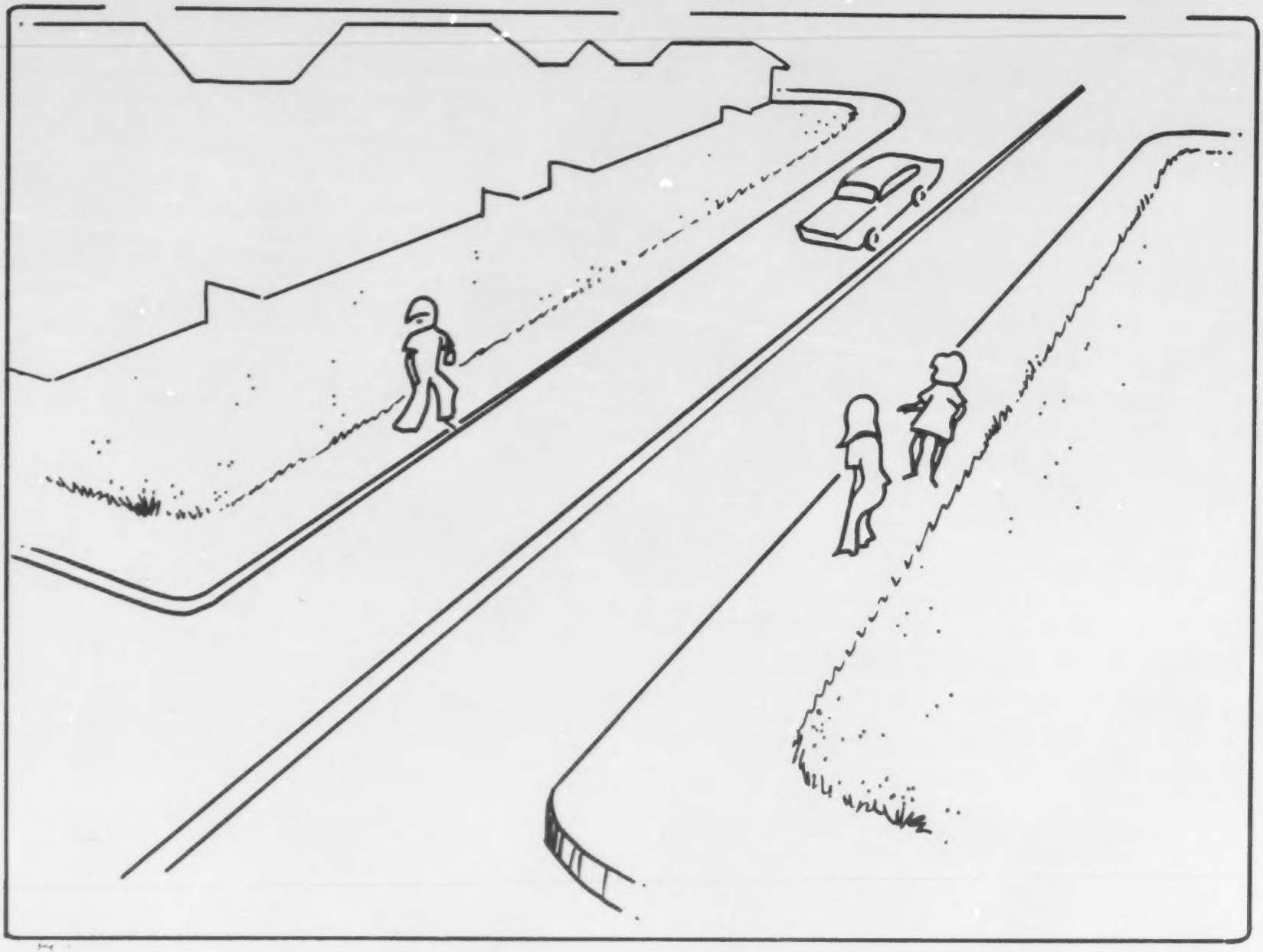
b. Any time one highway user's path is in conflict with another highway user's path there must exist three conditions to maintain safety.

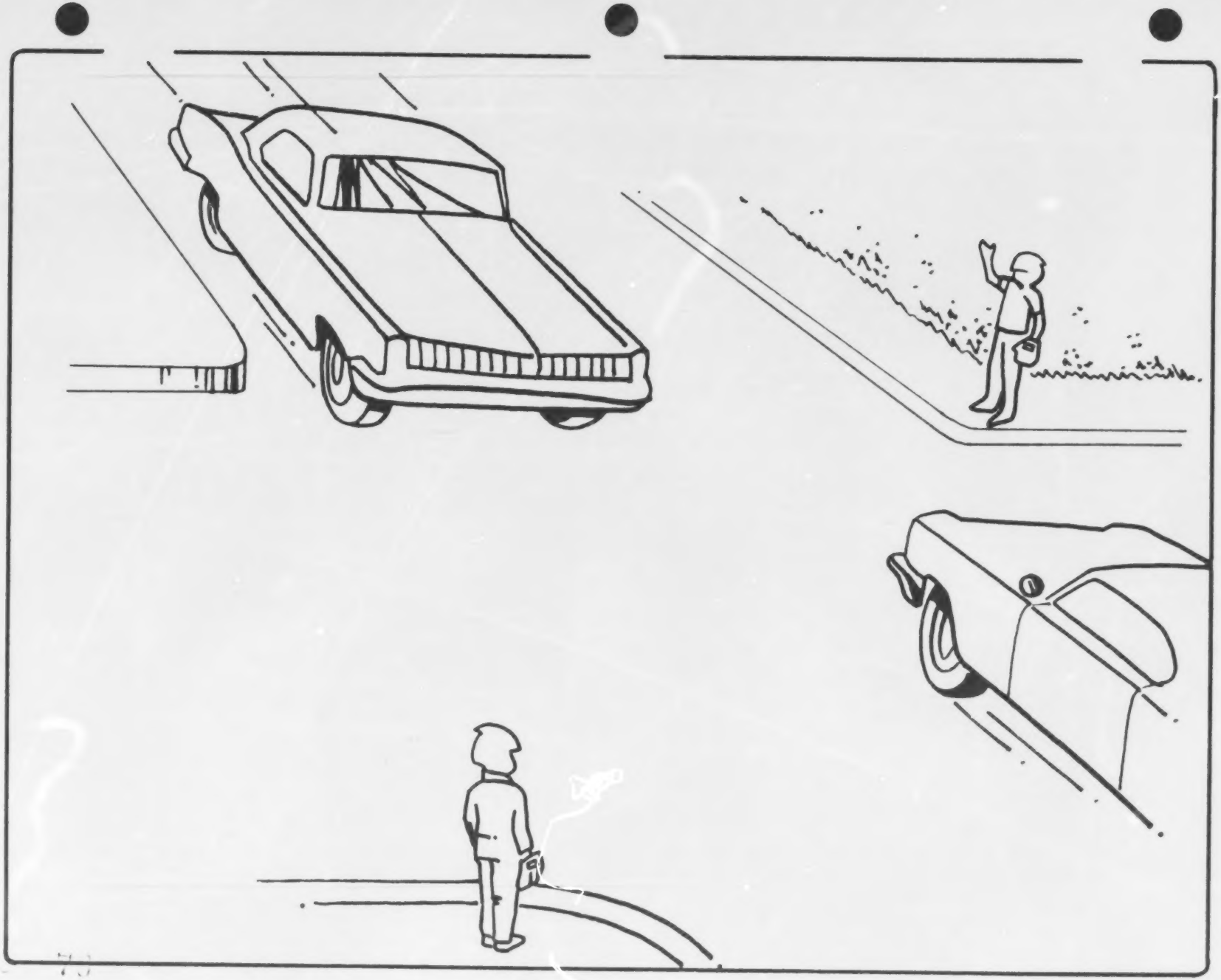
(1) There must be eye-to-eye contact.

(2) There must be a mutual understanding of the right-of-way law that prevails for that condition.

(3) There must be a willingness of the pedestrian who is most vulnerable to yield regardless of right-of-way if safety is questionable.

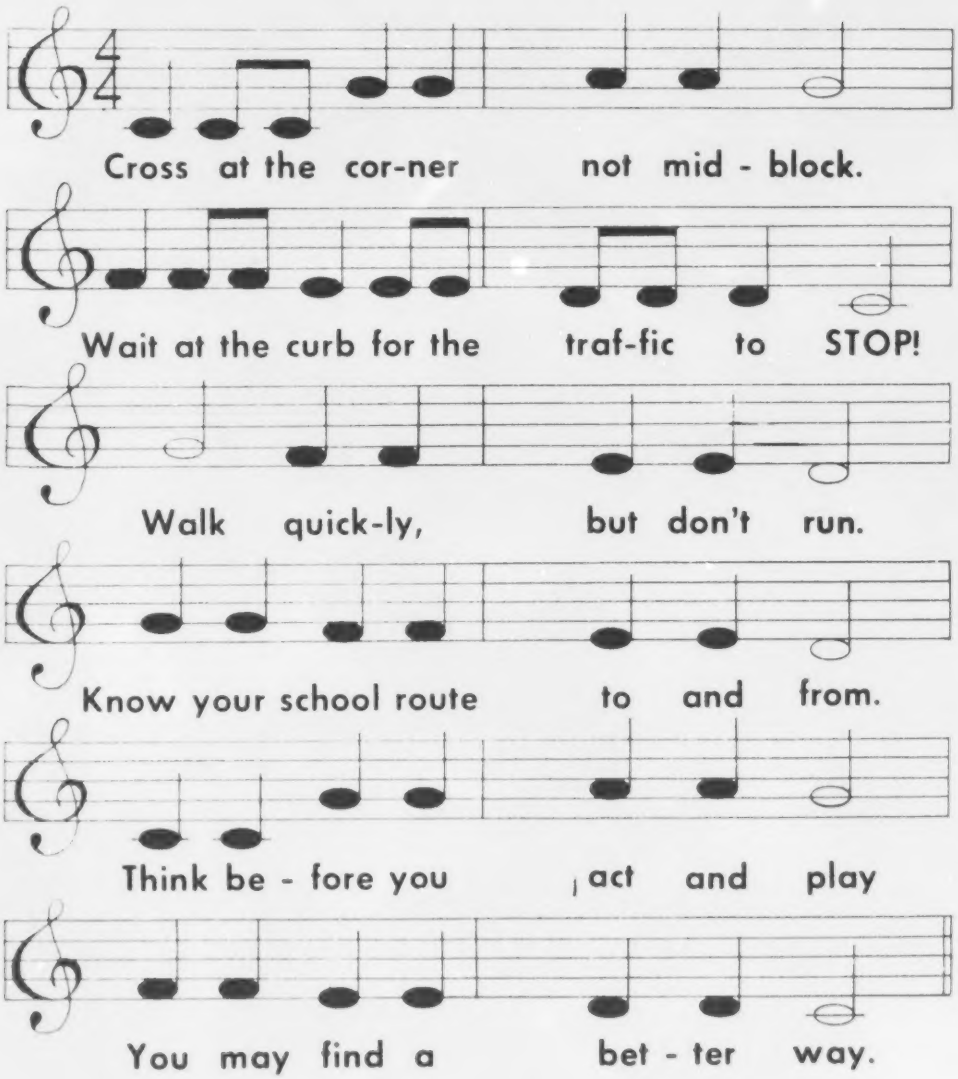




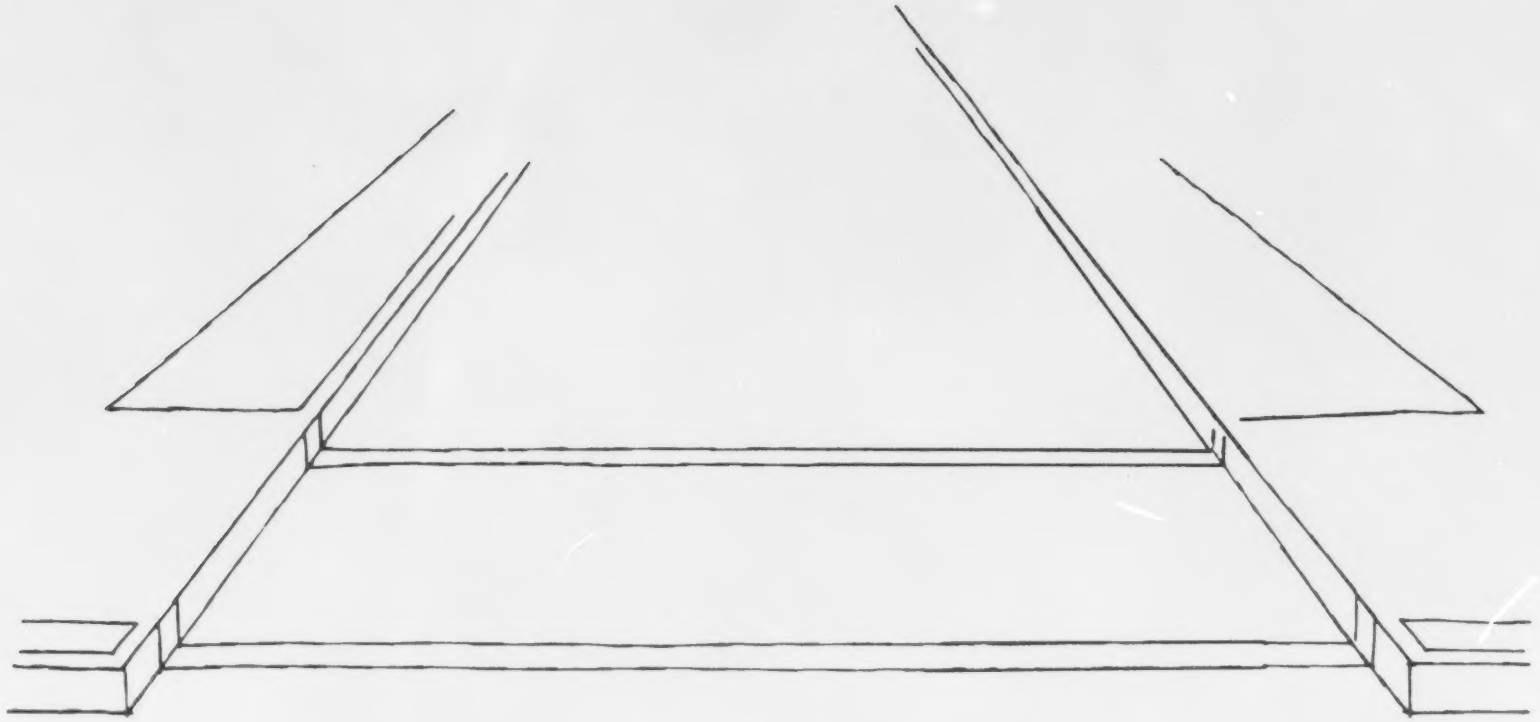


MUSIC

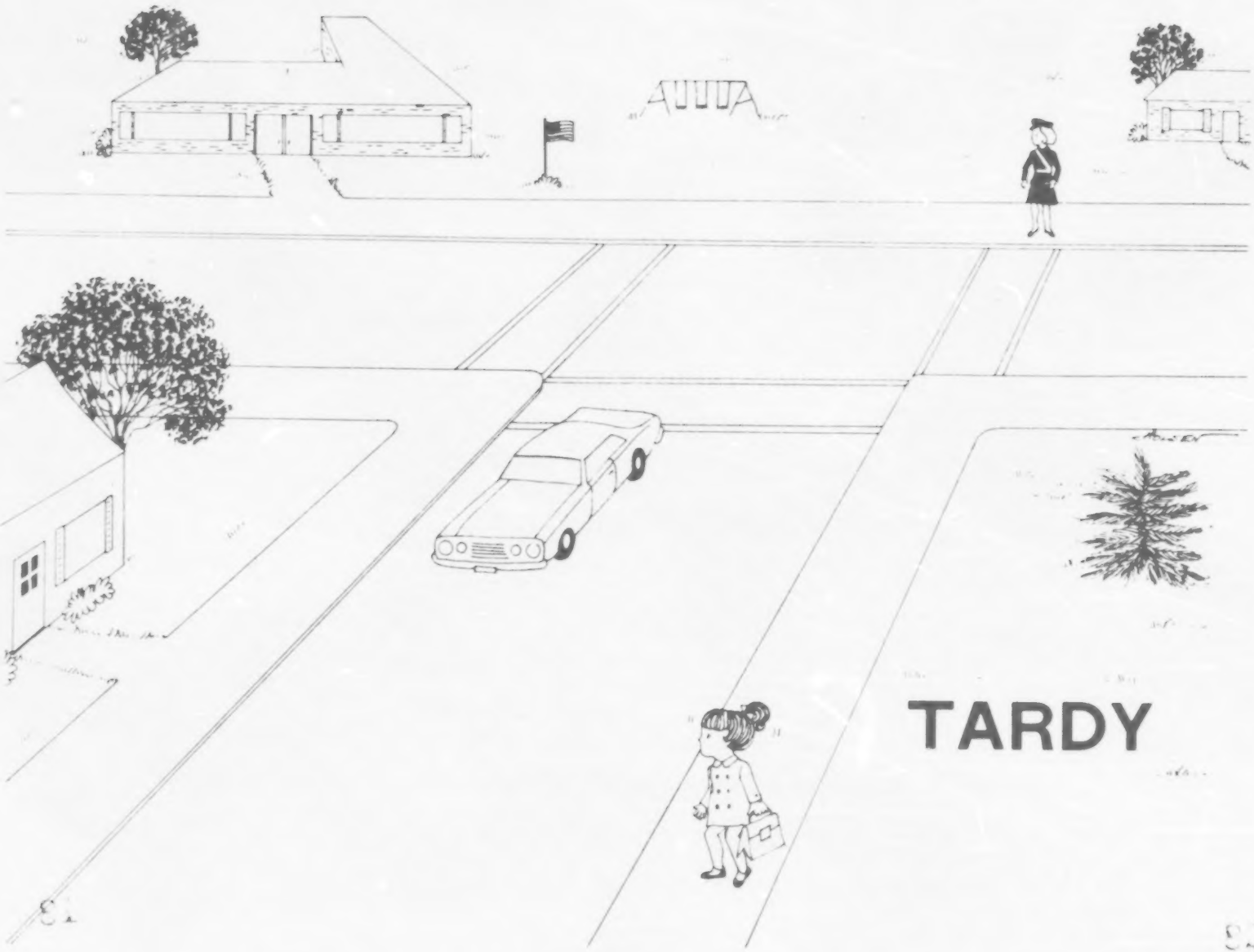
Song:

* A BETTER WAY

Cross at the cor-ner not mid - block.
Wait at the curb for the traf-fic to STOP!
Walk quick-ly, but don't run.
Know your school route to and from.
Think be - fore you act and play
You may find a bet - ter way.

* Sung to the tune of Twinkle, Twinkle, Little Star



Draw your footprints going across the street where you should walk.



TARDY

TARDY

Nancy woke up with a start. Mother had called her to get up and she had gone back to sleep. Now she only had 20 minutes to get to school.

She jumped out of bed quickly, washed, dressed, had a quick breakfast of toast and milk, grabbed her school bag and dashed out of the house. She had 5 minutes for her 5-block walk to school. It usually took her 10 minutes.

Nance went down Elm Street, and crossed First Avenue carefully. She could see the crossing guard in the distance at the corner of Spruce Street and Second Avenue.

Nancy thought, "I can make it to school faster if I cross Spruce Street here instead of the corner". She looked both ways. Cars were coming from both directions. "I can make it if I try," she thought to herself. But should I try?"

IT'S DECISION TIME

1. What should Nancy do? Why?
2. What would you do if you were Nancy? Why?
3. How should Nancy have planned her trip?
4. Would you have done anything differently? What? Why?

PEDESTRIAN SAFETY – SECOND GRADE

LESSON FIVE

"EMERGENCY VEHICLES AND PEDESTRIANS"

OBJECTIVE FIVE

Given a description of a situation involving an emergency vehicle on the way to an emergency, the student will describe the proper action a pedestrian should take.

KEY POINTS

1. Emergency vehicles are very special vehicles that help people when they are hurt or in trouble. They must get to the emergency quickly.

2. The only time an emergency vehicle uses its siren and red flashing light is when it is going to help someone. Everybody should get out of its way as quickly as possible so the emergency vehicle can get where it has to go without stopping.

MATERIALS NEEDED

The pictures provided with the lesson (or transparency made) plus additional examples you may have. (Activity 1)

Masking tape or chalk to make a simulated street. (Activity 2)

Arrange to have an emergency vehicle and driver come to your school. Try to coordinate this with other teachers. (Activity 3)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Show the pictures to the students and ask what each of the vehicle pictures is responsible for – why is it important? Examples:

a. *Fire Truck* – putting out fires and rescuing people in trouble.

b. *Police Car* – helps all people who are in any kind of trouble, or to chase down law violators.

c. *Ambulance* – helps take people who are sick or injured to the hospital.

Ask students questions like the following:

- How do you know when there is an emergency and the emergency vehicle must get to the scene quickly? (Red flashing light and/or siren)

- What does a RED flashing light mean? (Get out of the way and Stop)

- What must everybody (cars, trucks, pedestrians, bicycles, and motorcycles) do when they are on the street and they see the red flashing light or hear the siren? (Get out of the way. Vehicles must pull to the right and stop.)

Show the picture of the fire truck going to a fire. What are the cars doing? – the boys? – the dog? Why are they going to the side? – stopping? Why is it important that everyone get out of the way? What might happen?

- Could emergency vehicles stop quickly? Why not?

2. Mark a simulated street on the floor with chalk or masking tape (7 feet or more wide). Have several students act as emergency vehicles and cars. Other students begin crossing the street as a group. When they start across the street, the siren sounds. Let the students and cars react naturally. Discuss their reactions. Then a second time, students simulate the emergency vehicles, while you direct the pedestrians and cars. (Cars must pull to the right and stop; pedestrians must get out of the street as quickly as possible.)

   Let students make up situations involving emergency vehicles and act them out, practicing correct behavior.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

3. Invite one or more of the following to your school. (This is best coordinated with other teachers.)

   a. Invite firemen and their truck to visit the school. Or take a field trip to a fire department nearby. The trip gives students a better opportunity to see all the safety equipment that firemen need. Ask a fireman to talk about his uniform, parts of the truck, the importance of getting to the scene of a fire as soon as possible, and dangers of pedestrians or cars that are in the way.

      Sample questions to ask following the speaker:

      (1) Why is a fireman important?

      (2) How can we help the fireman when he is on his way to a fire?

(3) Why must we get out of the way when we hear the siren?

(4) What might happen if we did not get out of the way when we heard the siren?

b. Invite a member of the local Police, Highway Patrol, or Sheriff's Department to demonstrate and show their equipment.

c. Invite a local ambulance service to show the equipment and explain the purpose of the ambulance, why it is important to get to the scene of an emergency as soon as possible, and the dangers of pedestrians or cars that are in the way.

Ask questions 1, 2, 3, 4 like those above.

4. Teach students the song, "My Friends."

My Friends
(Tune: Farmer in the Dell)

The siren sounds "RRRR," the siren sounds "RRRR."
Someone's off to help someone. The siren sounds "RRRR."

The fire truck sounds "RRRR," the fire truck sounds "RRRR."
The firemen put the fires out. The fireman is my friend.

The ambulance sounds "RRRR," the ambulance car sounds "RRRR."
It's off to help a sick person. The driver is my friend.

The police car sounds "RRRR," the police car sounds "RRRR."
The policeman's off to help someone. The policeman is my friend.

The siren sounds "RRRR," the siren sounds "RRRR."
I get out of its way real fast. The siren sounds "RRRR."

5. Have students draw pictures of emergency vehicles and make up short rules to write under the pictures, such as "Get out of the street," "Pull to the right and stop," etc.

6. Have students write letters thanking the visitor, and telling him what they remember best. They may also illustrate their letters.

7. Have students draw things they remember that the visitor showed them and make a class book. Send this to the visitor.

SUMMARY

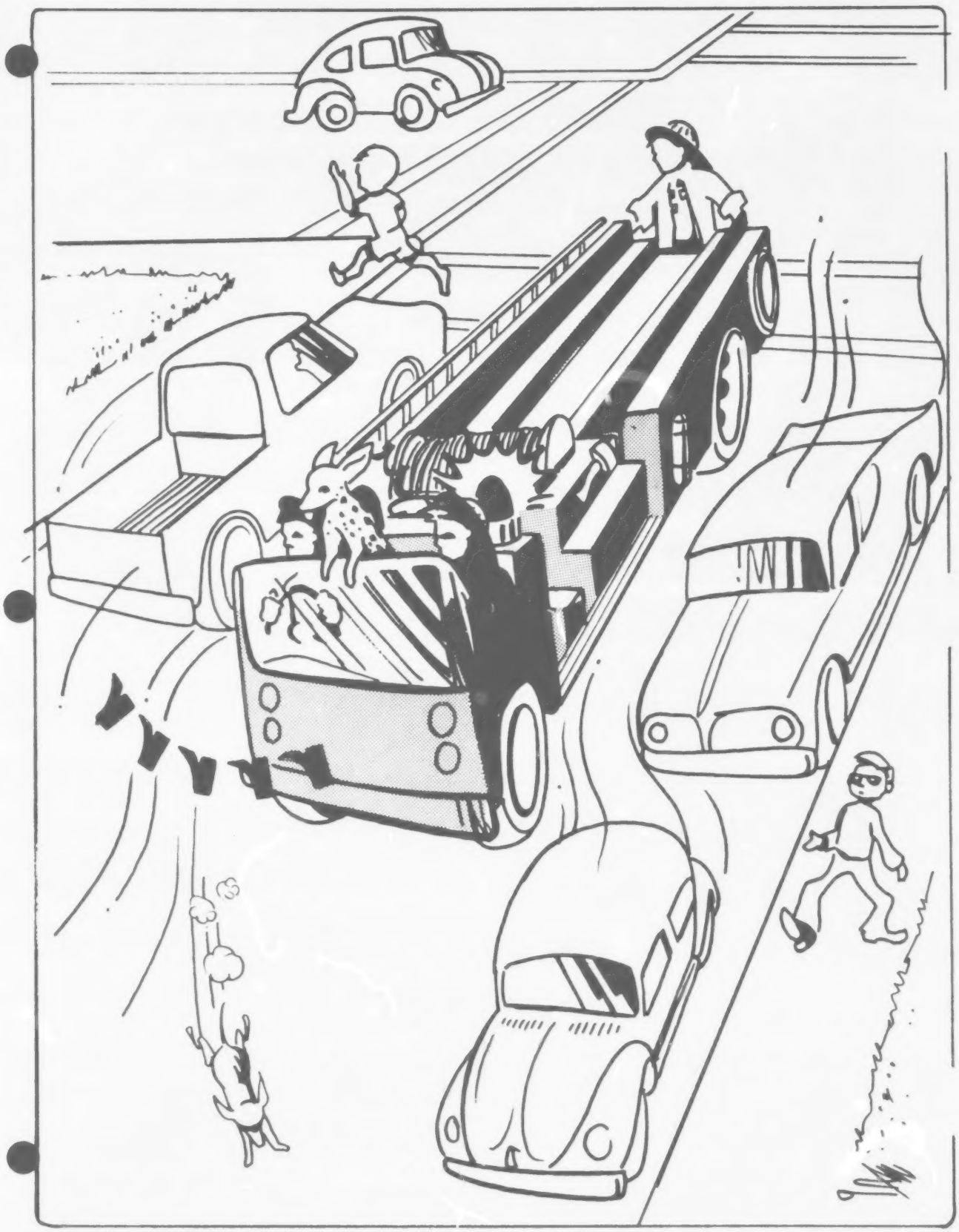
Remind the students that emergency vehicles are very special vehicles that help people when they need help. We can help by getting out of their way.

ASSESSMENT PROCEDURE (OPTIONAL)

Describe a situation in which an emergency vehicle is enroute to an emergency. Example:

> You are about to cross the street and you hear a siren. What do you do? Write what you do. Ask each student to write the actions he or she would take in such a situation.

(Accept any answers involving getting out of the way to the nearest side of the road. If some students cannot write answers, assess them verbally.) Complete the assessment checklist so that you can identify and help those students needing further instruction.



PEDESTRIAN SAFETY – SECOND GRADE

LESSON SIX

"IDENTIFYING SAFETY HAZARDS"

OBJECTIVE SIX

Given a picture containing a number of safety hazards that could be experienced on the way to school, the student will identify the safety hazards.

KEY POINTS

1. A traffic hazard is anything that could cause injury or pain to pedestrians, drivers, or passengers. A hazard is a danger.

   Some of the hazards a student may come in contact with are:

   - heavy traffic
   - blind curves
   - driveways and alleys
   - drivers breaking traffic laws
   - strangers offering candy or rides
   - poor conditions for seeing: rain, fog, darkness
   - railroad tracks
   - construction sites
   - parked cars
   - turning cars
   - backing cars

2. In our daily lives, we encounter many traffic hazards. Students must learn to *recognize* these dangers, and learn a satisfactory way to *deal with* each specific situation safely. We do have helpers—signs, lights, flashers, etc., that often warn us. We must obey them.

TEACHER NOTE: Some hazards not mentioned above are covered in separate lessons.

MATERIALS NEEDED

Pictures accompanying this lesson, or transparencies made from them, plus any you may have. (Activity 1 and 2)

Enough copies of the open car door and 3 "R's" for each student. (Activity 2)

Picture and story, "The Runner," included in this lesson. (Activity 4)

Enough copies of "Careless City" for each student. (Activity 5)

Enough copies of the safety rules or hazards pictures you have selected for each student. (Activity 6)

Old magazines for profiles of attractive strangers. (Activity 7)

Enough copies of the assessment (Hazardville) for each student.

Additional Resource Material

Sound Filmstrip LC No. 73-734474, "Safety To and From School," provides discussion of safety hazards and aids with the use of inductive reasoning. "Safety at Play" LC No. 73-734473, focuses on safe and unsafe places to play. Two of six safety filmstrips from the *Primary Grade Safety Series* (Code No. 102288).

McGraw-Hill Book Co.
Book Distribution Center
Hightstown, New Jersey 08520

AAA posters Nos. 6, 10, 11, and 12.
Ten AAA posters from Annual Traffic Safety Poster Contest.

Free from:

Special Service Department
ARIZONA AUTOMOBILE ASSOCIATION
748 East McDowell Road
Phoenix, Arizona 85006
Tel: 602-252-7751

Book – *The Accident Kids*, by Richard C. Boyer. c. 1974.

Oddo Publishing Company
201 South Second Street
Mankato, Minnesota 56001

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. On the chalkboard write "HAZARD = DANGER." Explain to the students that a traffic hazard is anything that could cause pain or injury to people using the streets and sidewalks.

   Show each of the pictures accompanying the lesson (or transparencies) to the students. Ask them questions like the following:

- What hazard(s) do you see in this picture?
- Why is that dangerous?
- What could happen?
- Do you pass any hazards like this on your way to school?
- What would you do in a situation like this?
- Are there any safety helpers in this picture? (signals, signs)

2. Show the picture of the stranger offering a ride to the school children while it is raining. Ask the students what the children should do. Discuss. Ask them how we learn to trust someone, and when we should not trust someone. Discuss.

   Give each student a copy or show the picture with the open car door and the girl. Have students read the 3 "R's" (rules) as a group. Have them memorize the 3 "R's." They can color the picture afterwards.

3. Have several groups of students set up skits involving hazardous traffic situations. (A list is in KEY POINT No. 1.) Some skits can involve drivers who develop bad driving habits of not obeying signs or traffic lights. Tell students, "think of a traffic danger you might meet as a pedestrian. Act out what might happen, and a good way to avoid or handle it." After each skit, discuss the different reactions, and different ways of handling or avoiding the hazards.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Show the 4-view picture of "The Runner"; ask students to identify the hazards they see in the pictures. Read the story, asking the Decision Time questions.

5. Make a copy of "Careless City" for each student. Have the students study the picture and circle all the hazards they can find. When most have found at least six hazards, go through these together. (Teacher copy has major hazards list on the back.) Discuss WHY each hazard is dangerous. Students may take the picture home to see how many hazards their family and friends can find.

6. Give each student copies you have made of the safety rules or hazards to color. These may be taken home, or made into a safety book.

7. Cut several profiles of attractive people from magazine ads to show as examples of strangers. (Or have groups of students do this.) Then set up situations involving strangers, showing the picture.

   Examples:

   a. You are playing outside at a friend's house a block from home. This lady (show picture) comes and says your mother has asked her to bring you home. You've never seen her before. What should you do? (Refuse, Run, Remember, Report.) Have student act out going to his/her friend's mother and describing the lady in detail (hair color, etc.).

b. You are on your way from school with a friend. It is raining. This man (show picture) offers you a ride home. You don't know him. What should you do? Have student act out proper reactions. You may want to repeat acting out with a man and lady.

8. Ask students to make a list of all the safety hazards they can think of that they see on their way to or from school. Then have the class discuss a different way to get around the hazard as safely as possible. Point out that there are warning and helping devices such as signs, lights, flashers. We must observe and obey these. Some drivers develop bad habits of not obeying traffic signs or lights, so we must watch out for ourselves.

SUMMARY

Remind the students that there are many hazards in traffic (on both streets and sidewalks). We need to be able to recognize them and know what to do.

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment exercise (Hazardville). Instruct them to circle all of the safety hazards they can find in the picture. (Students should find at least five hazards.) Collect the assessment exercises and complete the assessment checklist so that you may help those students who need further instruction.

PEDESTRIAN SAFETY – SECOND GRADE

LESSON SIX

"IDENTIFYING SAFETY HAZARDS"

INFORMATION SHEET

This lesson is one where there is opportunity to stress the need for communication between highway users.

Following are possible teaching points:

1. As students approach areas where they will walk behind parked cars there are some clues they should be looking for which should alert the pedestrian the car might move.

   a. Is there a person sitting in the driver's seat?

   b. Can you hear the engine running or is there exhaust coming out the exhaust pipe?

   c. Is the car starting to roll?

2. If there is a person sitting in the driver's seat and the car engine is running, a pedestrian should never walk behind a car unless he knows the driver has seen him and the car is not rolling backwards.

   a. There are several blind spots the driver of a car has while backing and a pedestrian must be sure he is seen by the driver.

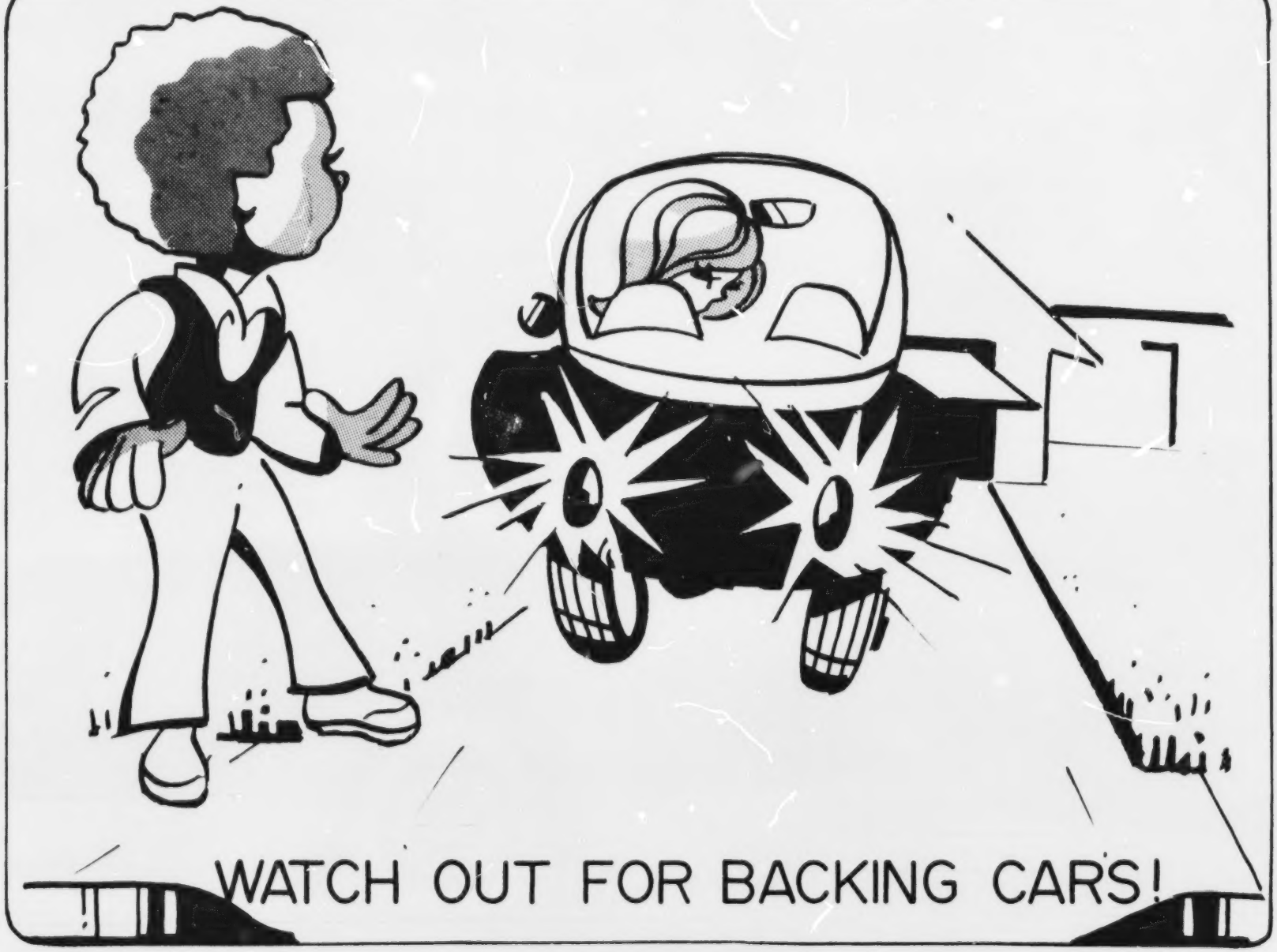
   b. A small child approaching a driveway can be hidden from the driver by hedges, bushes, posts, etc., and the driver may not see him approaching his path. Therefore, the child should be aware that if there are a lot of obstructions, even though he may be able to see the driver's eyes, there may not be enough of the child (pedestrian) showing for the driver to see.

3. The driver of a vehicle turning into a driveway or alley from a street has additional situations to consider and may be involved with distractions that will prevent him from seeing a pedestrian on the sidewalk in which he is about to turn.

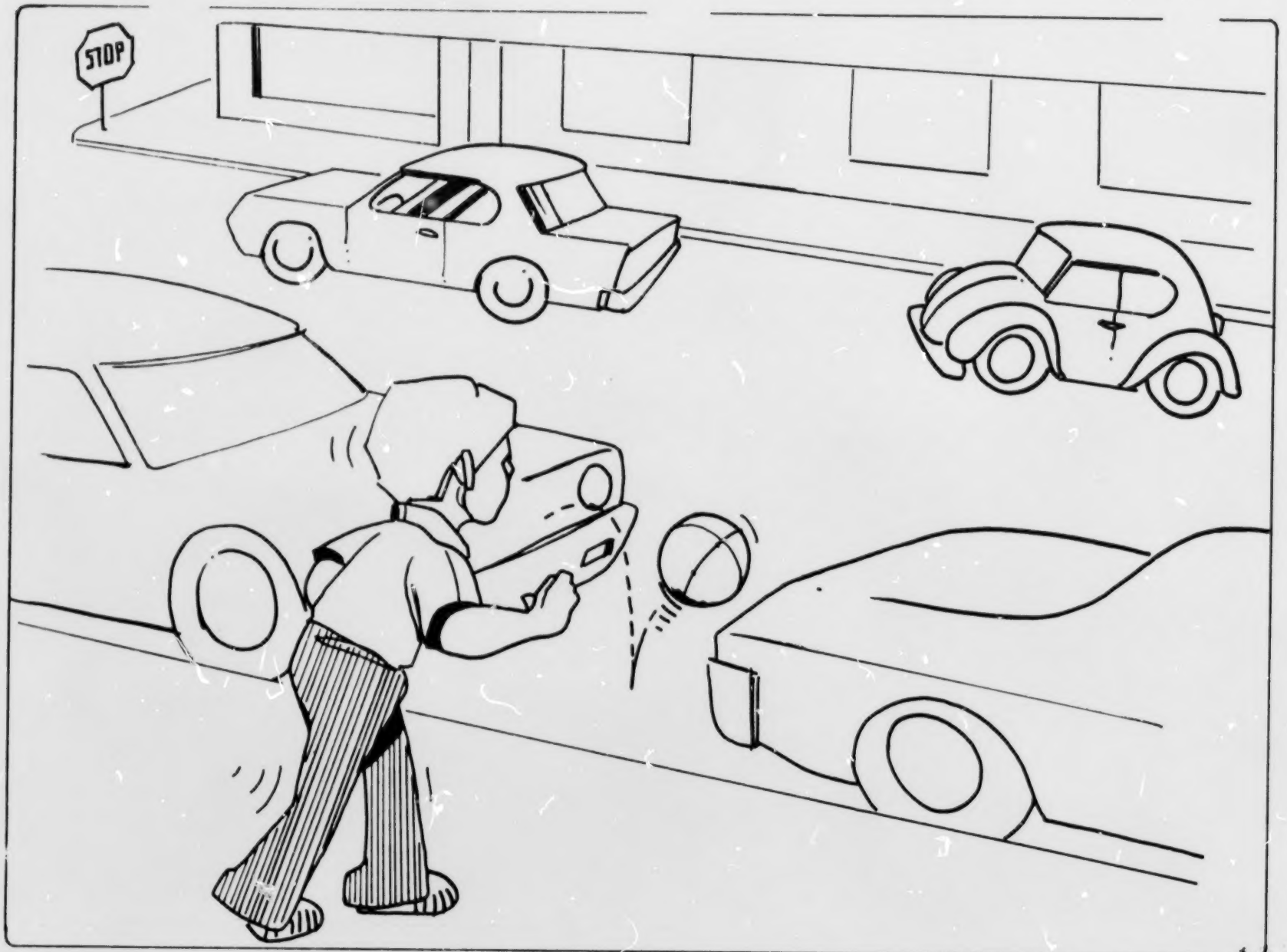
   Example: On a relatively busy street a person making a left turn into a driveway may watch traffic, see a break in traffic, start across one or two lanes of oncoming traffic before he checks for pedestrians or children in the driveway. If this happens, the vehicle is usually at the "point of no return," and the pedestrian must be alert and remove the hazardous condition.

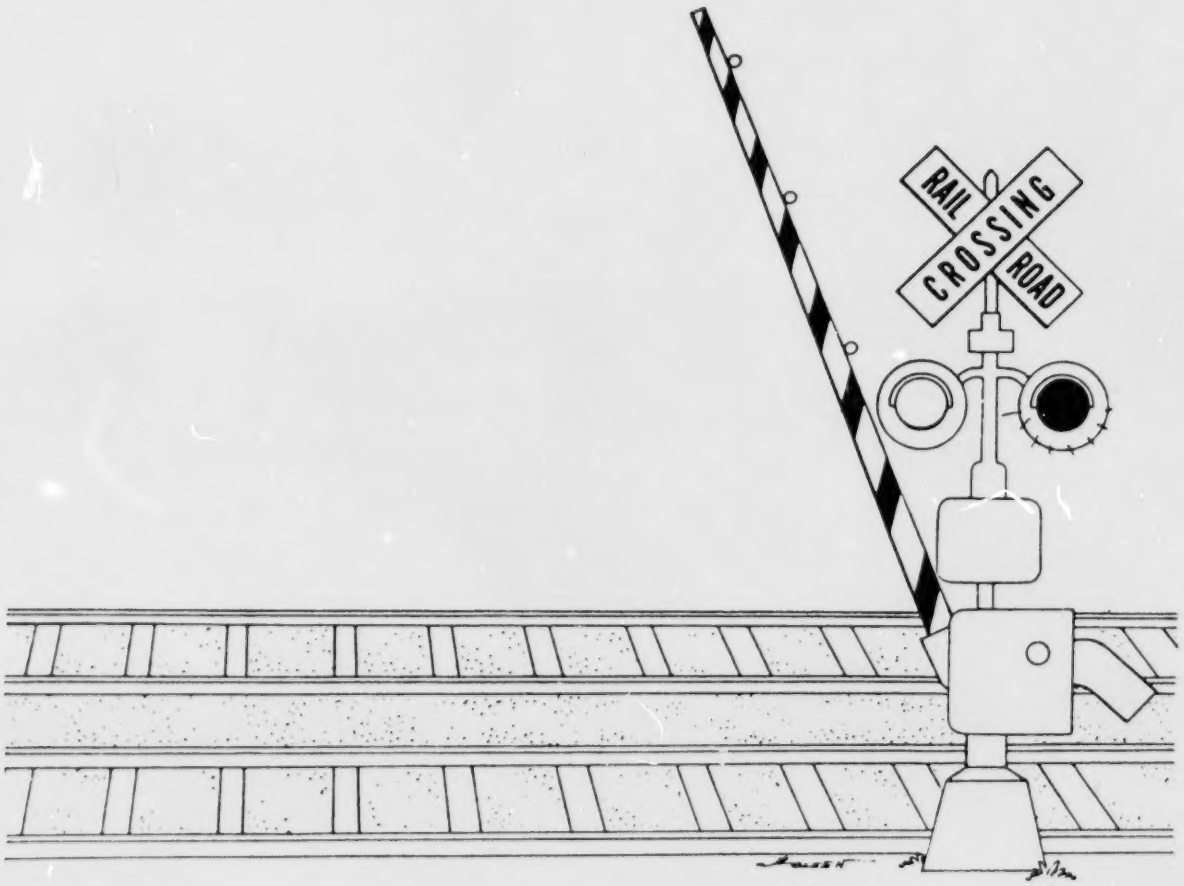
4. When small children walk in areas of poor visibility—blind curves, construction sites, alleys, etc.—or weather conditions of poor visibility, they must be aware that it is harder for them to see, and be seen, by others. If they must walk in these conditions, pedestrians must be alert and ready to avoid conflict between their path and that of a vehicle.

It should be stressed that the pedestrian should understand the limitations and distractions involving the driver of a vehicle. Pedestrians, because they are more maneuverable and most vulnerable, should have a positive attitude toward assisting drivers and cooperating with them.


WATCH OUT FOR BACKING CARS!

NEVER GO BETWEEN
PARKED CARS.
NEVER RUN
INTO THE STREET

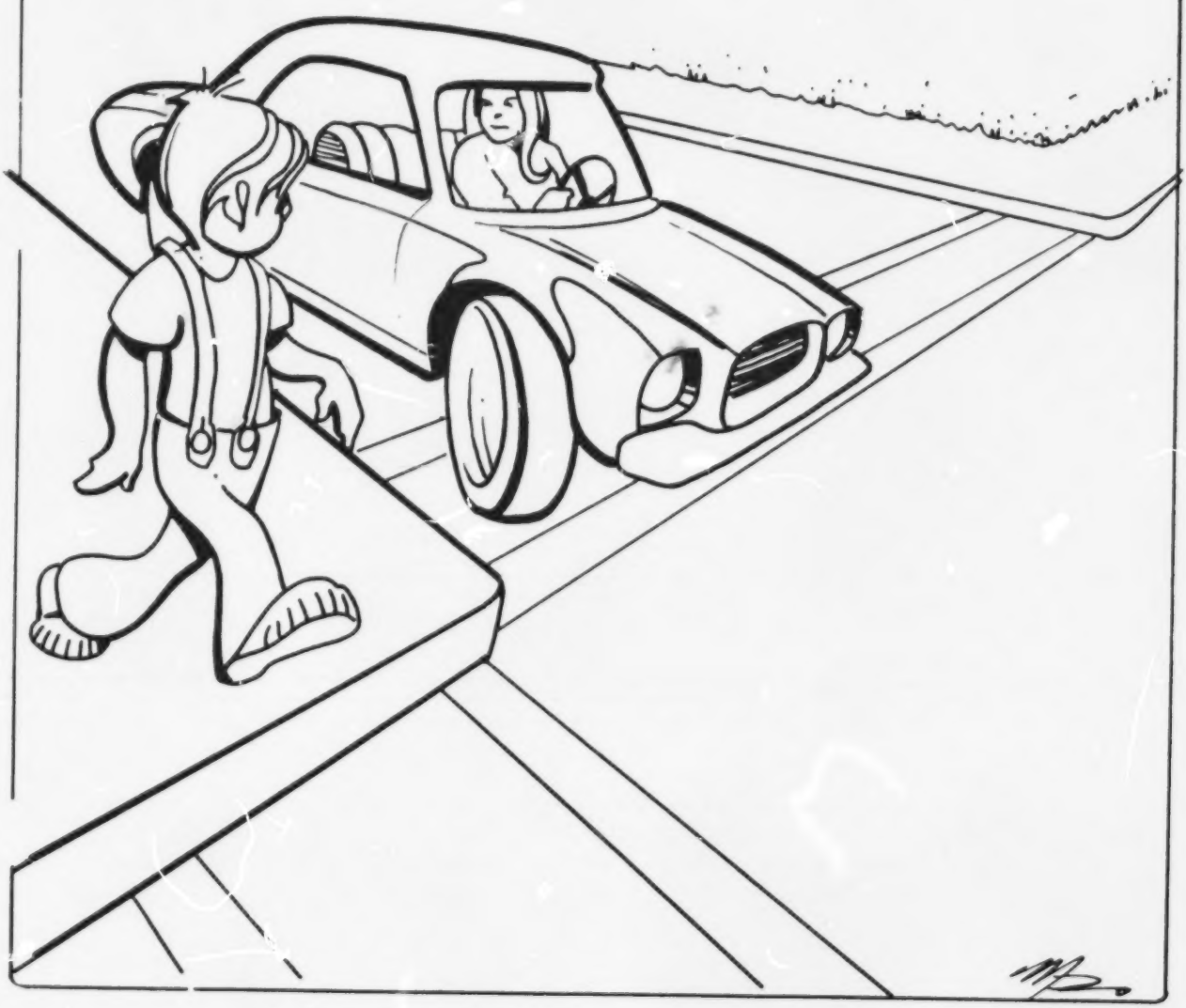

STOP

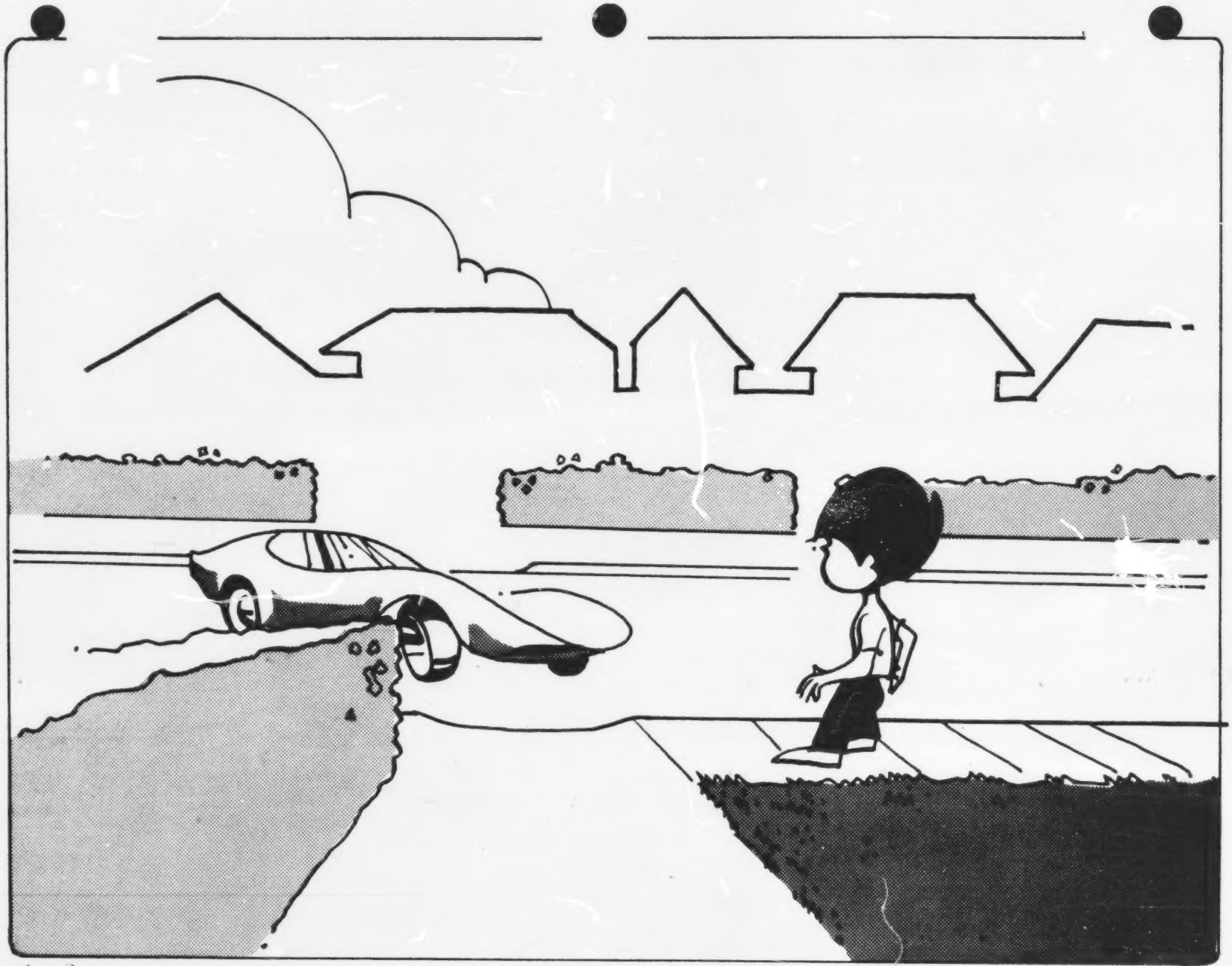


RAILROAD CROSSINGS

WATCH FOR TURNING CARS

LOOK AT THE DRIVERS EYES





DANGER

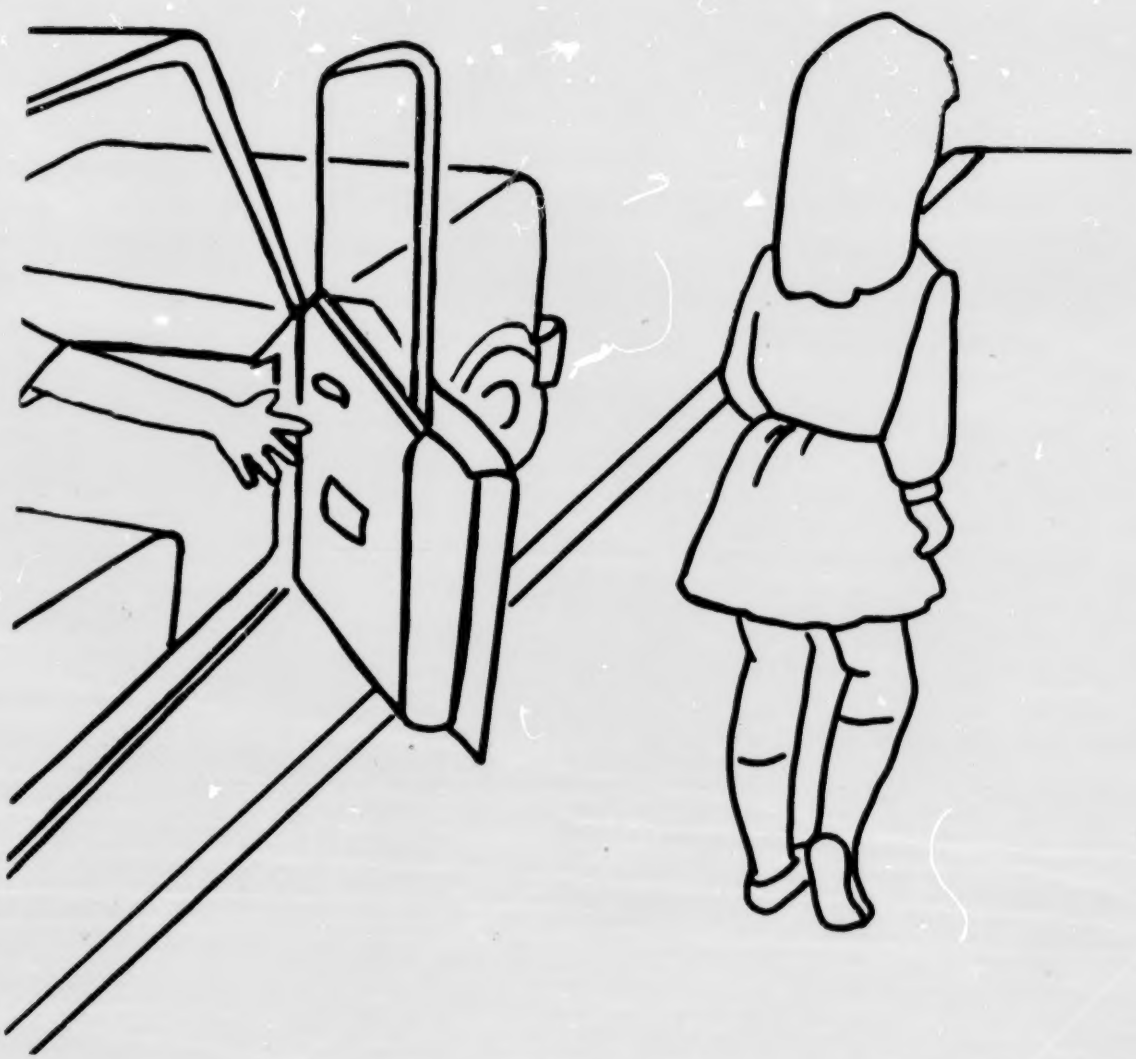
3 "R's"

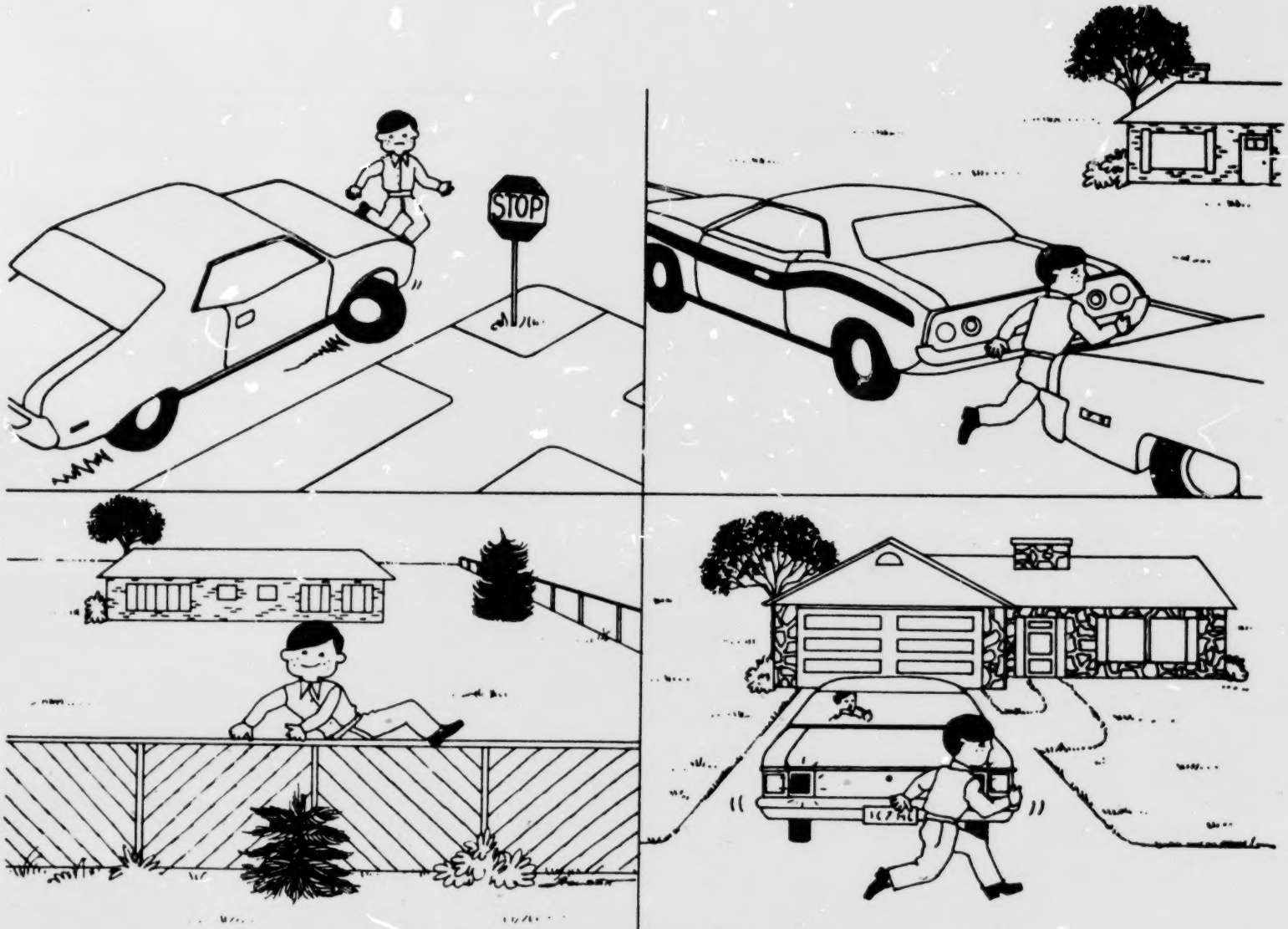
"If a stranger opens a car door to you,

RUN as fast as you can; that is what to do.

REMEMBER how the stranger looked, and the color of his car. Write the licence number on paper, in dirt, or on a book.

REPORT the stranger to a "Friend" as soon as you can, so the Police can catch that person.





THE RUNNER

THE RUNNER

Pete ran everywhere. If he needed to go three steps, he would run. At dinnertime, he gulped down his food, asked to be excused and ran out to play.

Monday afternoon just before school ended, Pete found out about a new baseball club that was starting that day. He'd been absent the Friday before, and hadn't received the announcement. Pete decided right away that he wanted to join the new club.

The meeting was at 3:10 and school ended at 3:00. At 3:00 p.m. Pete dashed through the school door on his way home to ask his mother if he could attend the meeting. He figured he could make the 4-block round trip in time. He never even thought of calling home.

**Pete paused slightly at the corner to look for approaching cars. One was just coming to a stop at the stop sign.* Pete dashed in front of it just as the driver was starting up again. The driver had to slam on the brakes.

He raced up the next street,* dashed across the street without looking, in the middle of the block, between two parked cars, and kept on running through his friend's backyard. Over the fence* and into the alley he dashed without looking for cars. Up the alley to his house he ran. He arrived home, breathlessly told his mother where he was going, threw down his books, and began his return trip.

As he ran past the Smith's driveway,* he never saw Mrs. Smith backing her car out. She had to slam on her brakes. It was lucky she was watching carefully.

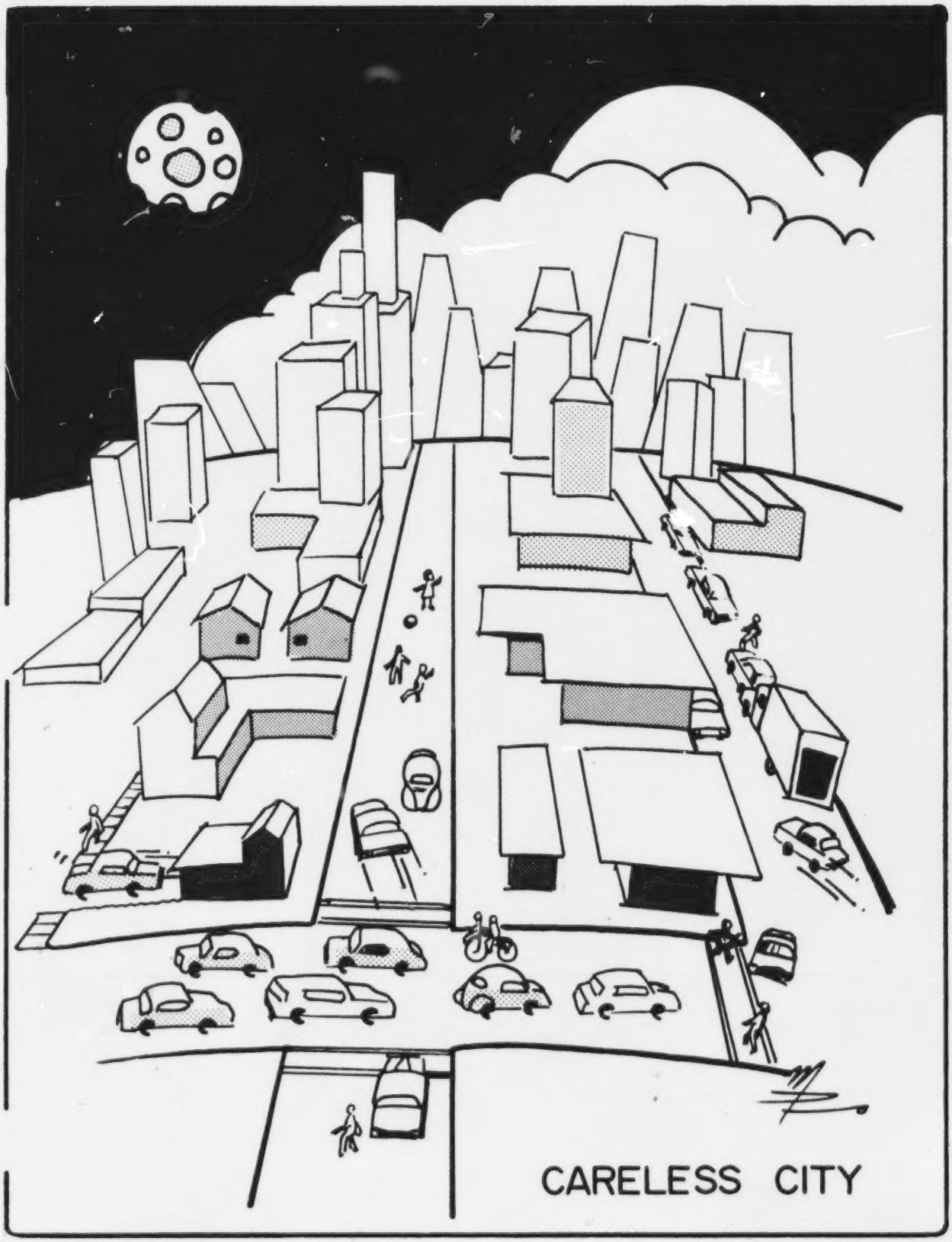
Traffic was heavy by now, with school buses and parents picking up their children. Pete stopped, and wondered if he should go back to school by the same route or take the time to go to the corner where the traffic signal was located.

* Point to the appropriate picture.

** You may want to read the story a second time from this point, pausing to ask Decision Time Questions 3, 4 and 5.

IT'S DECISION TIME

1. What would you do if you were Pete? Why?
2. Have you ever had anything like this happen to you? What did you do about it?
3. What mistakes did Pete make?
4. How could Pete have avoided each one? What safety rules should he have followed?
5. What might have happened if the two car drivers didn't see Pete?


CARELESS CITY

CARELESS CITY

DANGERS

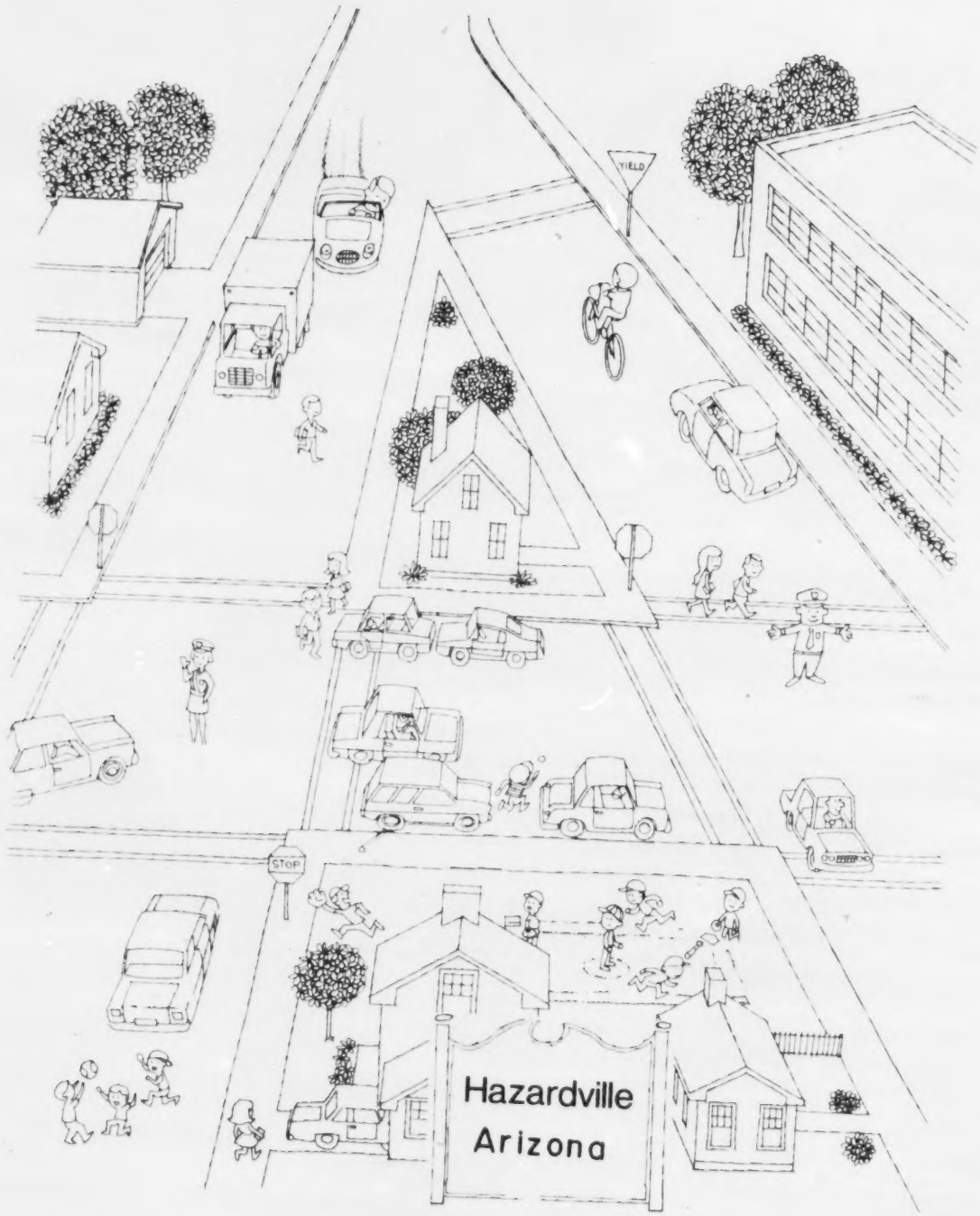
Students should find at least 3 hazards in the picture.

Hazards shown in picture:

Clockwise starting from middle of the picture:

- Children playing in street.
- Pedestrian crossing between parked cars.
- Car passing truck as pedestrian steps into street.
- Car turning while people crossing busy street.
- 2 people on bicycle.
- Pedestrian crossing, not using the crosswalk.
- Car backing - pedestrian walking toward it.

Overall - It's dark and the moon is out. It's hard to see and be seen.


YIELD
STOP
Hazardville
Arizona

Hazardville

Give each child a copy of "Hazardville, Arizona," showing neighborhood hazards. Explain that the children are to circle all the hazards that they can find. Color the picture when finished.

If used as an assessment exercise, children should find at least 5 hazards in the picture.

Major Hazards Shown in Hazardville, Arizona.

Upper left - Boy crossing mid-block, car about to pass.

Upper right - Boy on bicycle riding in middle of street, and riding with no hands on handle bars.
Yield sign - old style.

Middle - Children crossing street outside of crosswalk. Cars (parked) in crosswalk.

Lower Middle - Boys playing baseball, one running after ball toward street.
Boy running out (after small ball) between two parked cars.

Lower left - Children playing ball in the street.
Girl walking across driveway with a car possibly backing out.

PEDESTRIAN SAFETY – SECOND GRADE

LESSON SEVEN

"PEDESTRIANS AFTER DARK"

OBJECTIVE SEVEN

Given examples of safe and unsafe practices for walking after dark, the student will identify the safe practices.

KEY POINTS

1. Walking after dark is dangerous for pedestrians, because it is *harder* for them *to see*, and harder for them to *be seen* by other highway users after dark.

   a. Pedestrians are much smaller than motor vehicles.

   b. Dark objects are harder to see at night.

2. If a pedestrian must be out on the street after dark, there are some safety precautions he can take to make him more visible to car drivers. Examples are:

   a. Wear or carry light or reflective clothing.

   b. Carry a flashlight to help him see and be seen.

   c. Place reflective tape, or a white handkerchief, on clothing.

   d. Walk facing traffic, and away from the roadway, if there is no sidewalk.

MATERIALS NEEDED

Pictures accompanying this lesson or transparencies made from them. (Activity 1 and 4)

One or more pairs of *dark* sunglasses and six or more different colored sheets of construction paper, including *white* and *black*. (Activity 2)

Reflective tape for clothes, if available, or reflective clothing, if available, from a class member, staff member or local clothing store. A clean white handkerchief. A flashlight with good batteries and bulb. (Activity 3)

Enough copies of Daytime Pedestrian/Nighttime Pedestrian for each student to color. (Activity 5)

Enough copies of the picture you have selected for each student to color. (Activity 6)

Additional Resource Material

"Inky and Blinky," a 5-minute animated cartoon, illustrating "Wear White at Night." In "Otto the Auto" series A, three 5-minute safety films from the AAA club or "Otto the Auto" series of four 5-minute films from the Department of Education.

Free from:

Driver & Safety Education Division
ARIZONA DEPARTMENT OF EDUCATION
1535 West Jefferson
Phoenix, Arizona 85007
Tel: 602-271-5568

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

Discuss the hazards of darkness while showing students the pictures accompanying this lesson.

1. Explain to students: "This is Jenny." Jenny stayed at her girlfriend's house until it got dark. Now she is walking home. She must cross this busy street. She is in a hurry. (Show the picture, "LOOK BEFORE YOU ACT.")

   Ask the following questions:

THE CAR DRIVER

(1) What color is the traffic light shown? (Red)

(2) What does this mean the car driver should do?

(3) Why do you suppose he hasn't stopped?

(4) Do you think the car driver sees Jenny? Why or why not?

THE GIRL

(5) Why do you think Jenny started to cross the street?

(6) Do you think she looked in all directions for traffic? Is she looking now?

(7) Do you think Jenny sees the car coming? Why or why not?

OUT-COMES

(8) What do you think could happen?

(9) What would you do in a situation like this?

PRE-CAUTIONS

(10) What could be done to keep this from happening?
What could the driver have done differently?
What could Jenny have done differently?

(11) Can you think of any ways Jenny could have made herself more easily seen? (Try to thoroughly discuss Key Point No. 2.)

(12) Why do you think it is harder to see and be seen at night? (Little light for reflection)

2. Have one or more students put on a pair of *dark* sunglasses and stand in the back of the room. You may darken the classroom slightly. Another student stands in front of the room against a dark background and holds up different colors of construction paper, in 1, 2, 3 order. The student with the sunglasses tells whether the colors are easy or hard to see, and what color he thinks they are. Ask him to tell which one was easiest to see. (This should be white.)

   Repeat this procedure without the sunglasses, and note the difference in speed and ease of response without "darkness." Point out that we have the same conditions at night—it's harder to see. You might explain that WHITE REFLECTS LIGHT. It causes light to bounce back. BLACK AND ALL DARK COLORS ABSORB LIGHT and prevent it from reflecting or bouncing, and at night there is much less light to be reflected.

3. If you have obtained a sample of reflective tape or reflective clothing, darken the classroom partially.

   a. Have several students wearing dark clothing walk to the front, some with reflective tape or clothing, others without. Have one student tie a clean white handkerchief around his arm in order to be more easily seen. (Reflective tape can be placed on the side of the shoe heel, just under the instep portion of the sole or on clothing.) Have a student with a flashlight shine the light on students at the front. Discuss the difference in visibility.

   b. Have the student with the flashlight stand alone at the front, turning the flashlight on and off. When is it easier to see him? Discuss.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Show students the pictures of the Daytime and Nighttime Pedestrian. Tell them that the boy lives where there are no sidewalks. Ask what he can do to walk more safely at night. Emphasize that if there are not sidewalks, walking facing traffic and single file is very important, as well as using a flashlight and wearing light clothing. The pedestrian can see autos approaching. If a car should have to swerve to miss something on the roadway, the pedestrian might be able to see this in time to avoid the car. Show the "Walk Facing Traffic" picture. Are the children acting correctly?

Have several students act out walking single-file facing traffic, while one student acts as a car, suddenly going out of control. Other students may observe and change places. Discuss.

5. Give each student a copy of Daytime and Nighttime Pedestrian. Instruct students to color the picture of the Nighttime Pedestrian to show it is night, leaving the boy's clothes white so that he can be seen while walking in the dark. They may color the Daytime Pedestrian as they wish.

6. Give each student a copy of the boy outside at night, the "Walk Facing Traffic," or the "Be Seen" picture to color. Have them color the picture so the pedestrians can be easily seen at night.

7. Have the students make up safety rhymes like those below with their favorite nursery rhyme characters. Or teach these safety rhymes to the class.

Mary takes her little lamb,
Its fleece as white as snow,
Whenever she goes out at night
Because the fleece will show.

Little Bo Peep wears clothes
that are white
So drivers will see her
as she walks at night.

SUMMARY

Review. Ask the student to name some safety rules for walking at night.

a. Wear light or reflective clothing.

b. Use reflective tape or something light on your clothing.

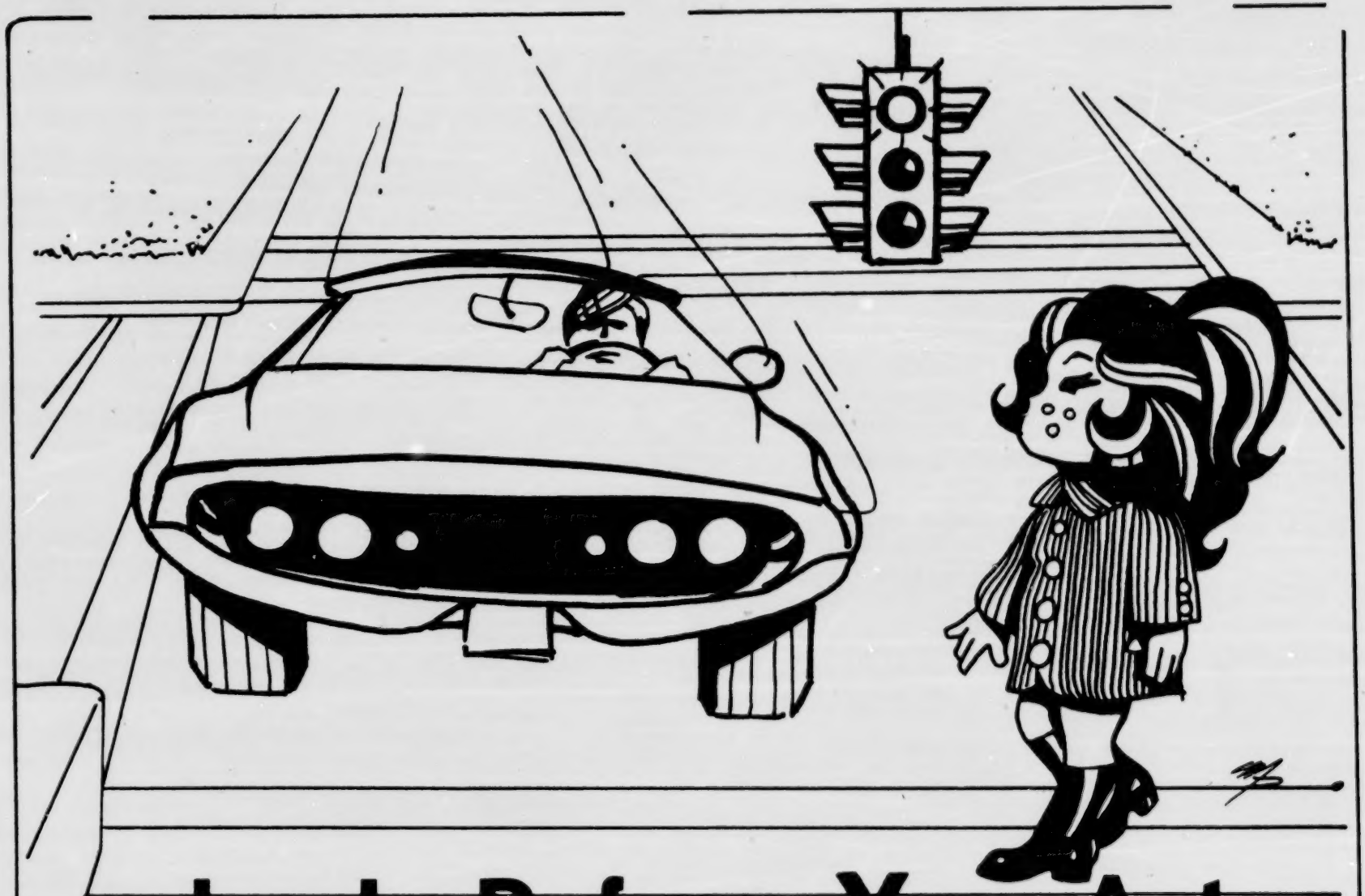
c. Carry a flashlight.

d. Walking facing traffic if there is no sidewalk.

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment exercise. Instruct students to examine each of the four pictures and circle each of the pedestrians who are using safety precautions to make them more visible to drivers after dark. Are they dressed to be more easily seen? Are they walking on the correct side?

(Pictures to be circled: upper and lower right. Both pedestrians are wearing light clothing and the boy is walking on the left because there are no sidewalks.) Collect the assessments, complete the assessment checklist, and give remedial help where needed.



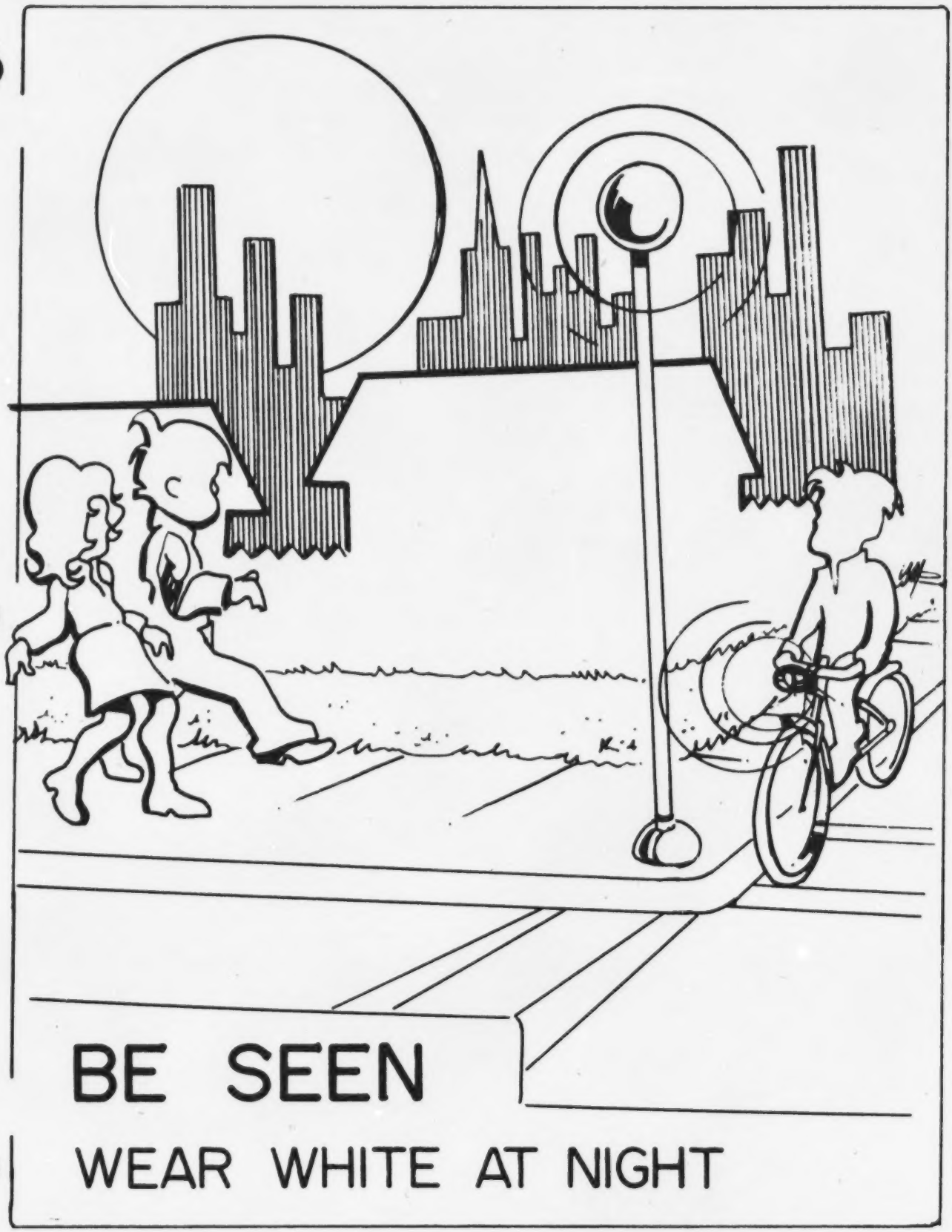
Look Before You Act

Daytime Pedestrian

Night time Pedestrian

WALK FACING TRAFFIC

(IF THERE ARE NO SIDEWALKS)

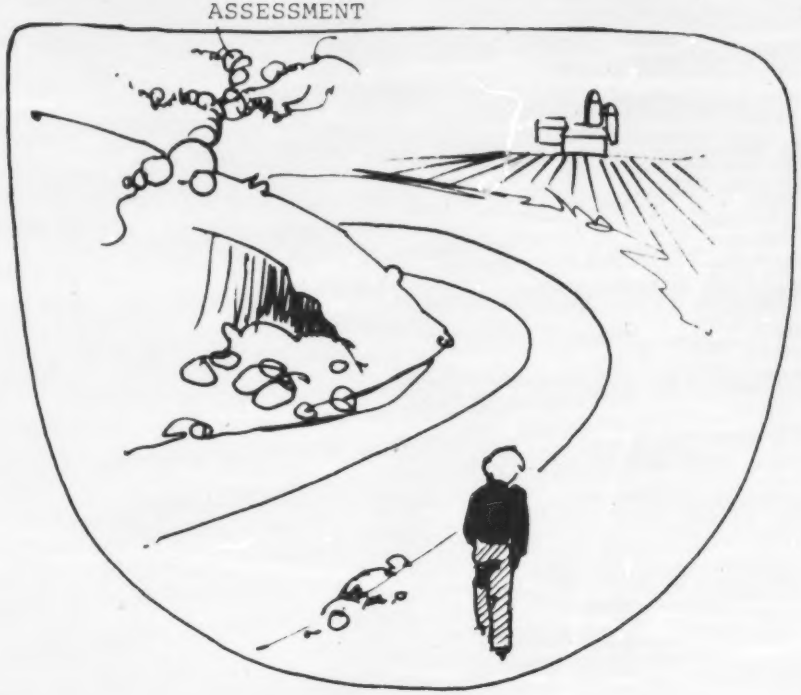


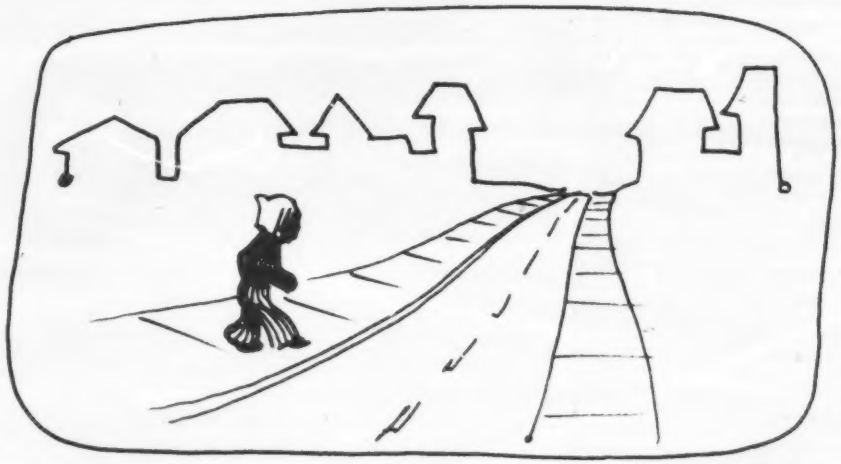
BE SEEN

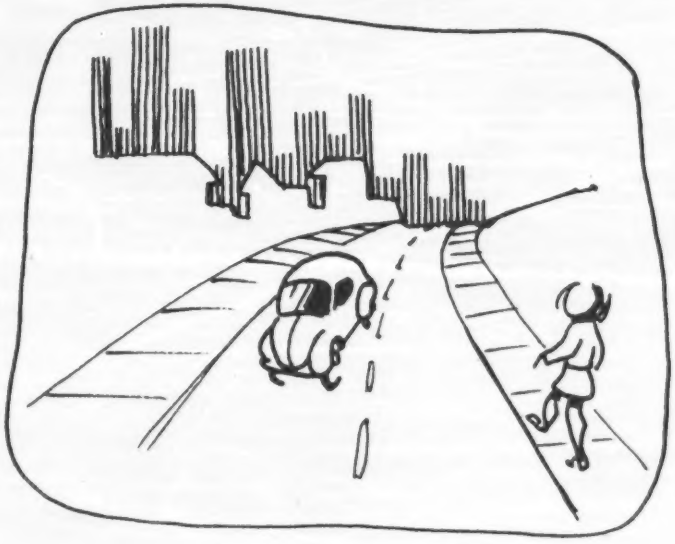
WEAR WHITE AT NIGHT

ASSESSMENT

NAME _____







PEDESTRIAN SAFETY – SECOND GRADE

LESSON EIGHT

"PEDESTRIANS' CLOTHING AND WEATHER"

OBJECTIVE EIGHT

Given examples of different weather conditions, the student will identify the safest colors of clothing for each.

KEY POINTS

1. Some weather conditions make traveling more (Dangerous. (Hazardous.

   Examples of hazardous weather conditions are:

Rain	Strong winds
Snow	Cloudiness
Blowing dust	Fog

2. Students should learn to *recognize* bad weather conditions which make it harder to see and be seen, harder for cars to stop, easier to slip or slide, etc. They must learn how to deal with these hazards: wear proper clothing, be more careful crossing streets, don't let packages or umbrellas get in the way of seeing things, etc.

3. Pedestrians must realize that drivers and vehicles are having the same problems of vision and stability as the pedestrians.

MATERIALS NEEDED

Enough copies of the children standing in the rain and the child standing in the snow for each student. (Activity 2)

One opaque umbrella. (Activity 3)

The story and picture accompanying this lesson. (Activity 4)

Homer, the paper doll, and his clothes (attached to lesson). Cardboard, colors, and scissors to construct Homer the paper doll. Or make enough copies for each student, if used as a class activity. (Activity 6)

Enough copies of the assessment exercise and colors for each student.

Additional Resource Material

AAA poster Nos. 11 and 12. Ten AAA posters from Annual Traffic Safety Poster Contest.

AAA film, "I'm No Fool as a Pedestrian" (10 minutes), featuring Jimminy Cricket, provides good review of pedestrian safety concepts.

Both Free from:

Special Service Department
ARIZONA AUTOMOBILE ASSOCIATION
748 East McDowell Road
Phoenix, Arizona 85006
Tel: 602-252-7751

"Pedestrian Safety," Walt Disney Study Prints (Set of 9), provides good review of the pedestrian safety concepts taught in Grade Two.

For Information, write:

WALT DISNEY EDUCATIONAL MEDIA CO.
800 Sonora Avenue
Glendale, California 91201

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Teach students the song, "What Is the Weather." (Tune: "Mammy's Little Baby Loves Shortnin' Bread Bread.")

What Is the Weather

Teacher: What is the weather, weather, weather?
What is the weather out today? *(clap on the word "out")*

Students reply: Today it is sunny, sunny, sunny.
Yes, it is sunny out today. *(or rainy, cloudy, snowy, dusty)*

This song can be sung every morning or one morning each week for several weeks. Discuss the weather today. Ask questions like the following:

a. Is it easy for a driver to see us today?

b. Why is it important for drivers to see us?

c. Why is it harder for drivers to see pedestrians when it is rainy? – snowy? – foggy? – windy? – dusty? – cloudy?

d. What can we do to make it easier for a driver to see us then?

Talk about colors that are easy to see and ones that are harder to see. Have several students walk in the front of the room. (Be sure someone is wearing white.) Discuss with the class which students would be more easily seen on a dark day.

2. Give each student a copy of the children standing in the rain and in the snow to color. Before coloring, ask students:

Which colors would be most easily seen in the rain? – in the snow?

What dangers are there in rainy and snowy weather besides being seen? (Slippery surfaces: harder to stop, easy to slide or slip.)

3. Have an opaque umbrella in class and demonstrate the proper way of handling an umbrella. Then set up a situation of a windy, rainy day and have one student walk from one end of the room to the other with an umbrella obstructing his view. Examples of questions you may ask:

a. Can you see where you are going?

b. What could happen if you walk to school this way?

c. Is anyone likely to get hurt when you carry an umbrella this way?

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Show the picture and read the story, "A Rainy Day." Ask the Decision Time questions.

5. Have students act out Sue's predicament (Activity 4). In groups, write skits about similar weather situations then act them out for the class. Discuss each situation.

6. Homer, the paper doll, may be used in several activities.

a. The teacher makes copies and colors Homer and his clothing appropriately for different weather and either puts a cardboard backing on the paper doll or staples the doll to the bulletin board. Each morning, students sing the song, "What Is the Weather" (Activity 1). They choose the appropriate clothing according to the weather, and tack the clothes on with straight pins every morning.

b. Give each student a copy of Homer and his clothing to color so he can be easily seen in a particular kind of weather (snowy, rainy, cloudy days). Students may then cut these out, paste on cardboard and use them for rainy day activities, making up stories, etc.

c. Why is it harder for drivers to see pedestrians when it is rainy? – snowy? – foggy? – windy? – dusty? – cloudy?

d. What can we do to make it easier for a driver to see us then?

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SUMMARY

Review. Ask students what the hazards are in these weather conditions and what can be done to make each less dangerous for pedestrians.

a. Rain
b. Snow
c. Blowing dust
d. Strong winds
e. Cloudiness
f. Fog

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment exercise. Instruct them to color the clothing so it will be most easily seen according to the weather conditions shown.

(Children in pictures on the left should be colored with light, bright colors. The boy in the snow should be colored with darker colors. The baseball players may be colored any color.) Collect the exercises, complete the assessment checklist, and give help where needed.

A RAINY DAY

Sue hurried along on her way home from school. It started to rain just as she left school. She was really loaded down with her tennis shoes, books, and her science project which she was taking home. Her eyes were just about the only parts of her that could be seen above the bundles in her arms. Holding her umbrella she seemed to be a balancing act.

Sue only had to go 5 blocks to her home, but she had to cross two busy streets - Grand Street and Route 87. Route 87 was considered dangerous for pedestrians, and so there was a crosswalk and a traffic signal with a WALK-DON'T WALK light and a push button at the corner of Grand and Route 87 to help pedestrians cross safely.

The rain began to fall harder, and Sue pulled her umbrella close to her head, while struggling to keep everything in her arms from falling. Because of trying to carry everything she began to get wet. She tried to shift her things without dropping them. Then she tried to free one hand completely to hold the umbrella. She found she couldn't do either.

As she neared Route 87 and Grand, she wished she were home already, out of the rain, and free of her armful. She looked up to the corner with the traffic signal. It was less than half a block away. But in the rain it seemed at least a mile away. Sue studied the street. There wasn't too much traffic. It might be faster to cut across the street from where she was. She thought, "Should I cross here, or at the corner with the traffic signal?"

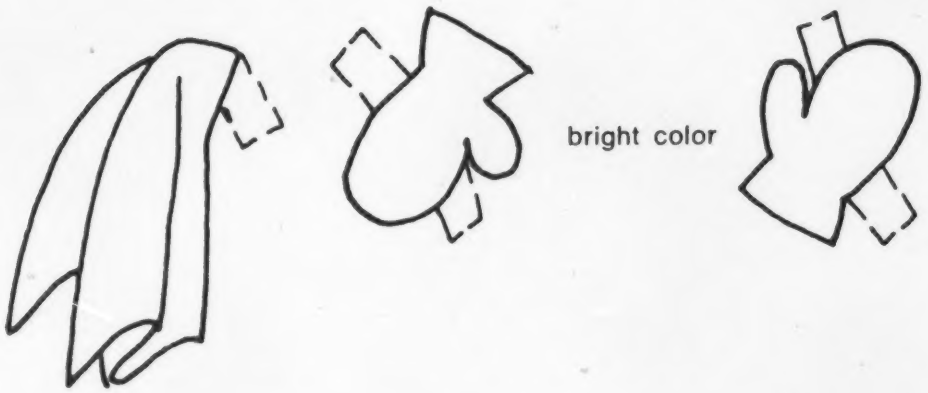
IT'S DECISION TIME

1. What do you think Sue should do? Why?
2. What would you do in a situation like this?
3. What are the important safety rules to follow here?
4. What are some of the problems both drivers and pedestrians have in this kind of weather?
5. Has anything like this happened to you? Tell us about it.

HOMER

DARK & CLOUDY

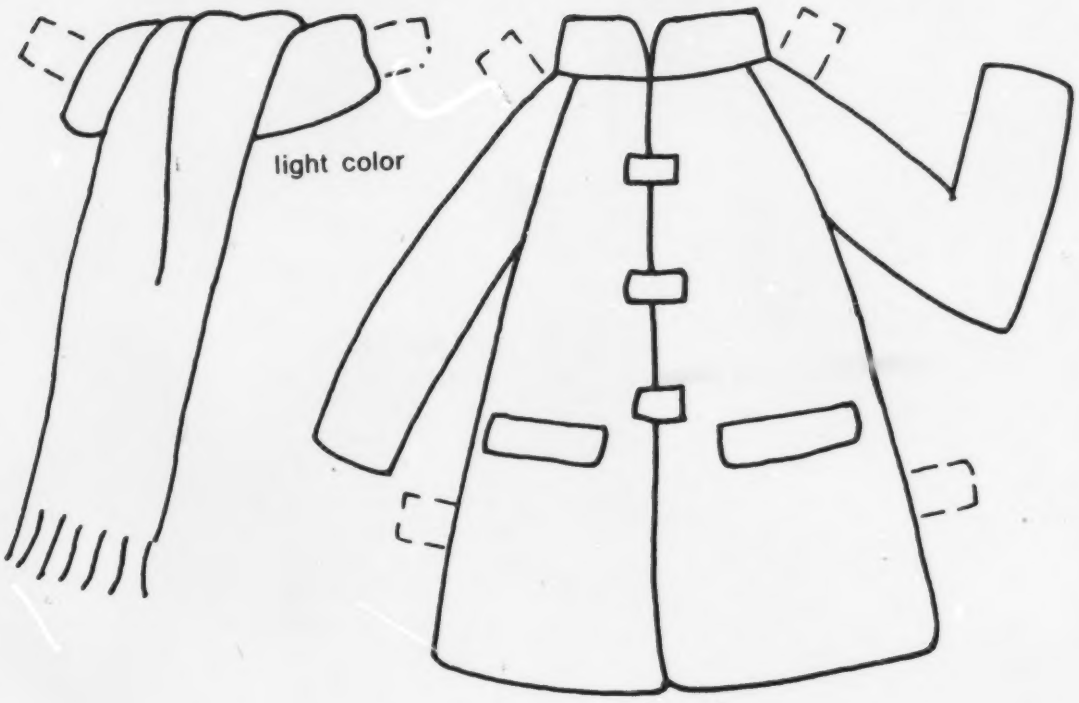
light color

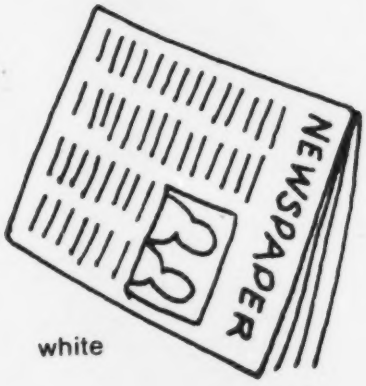


white

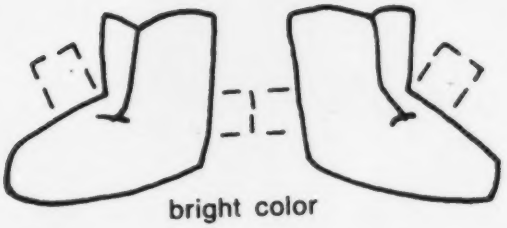
bright color

DARK & RAINY DAYS





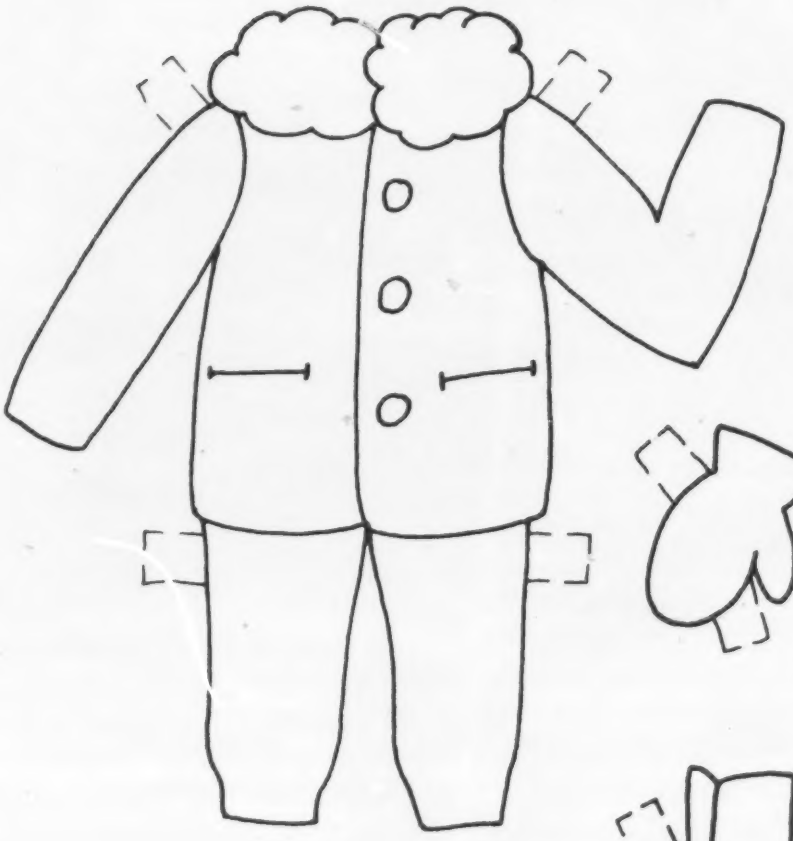
white



bright color

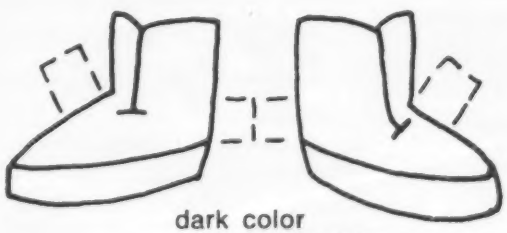
SNOWY DAYS

dark color
OR
BRIGHT



dark color
OR
BRIGHT

light color



dark color
OR BRIGHT

ASSESSMENT

NAME _____